

# WHY EXAMINATION REFORMS?

(Report of the activities and recommendations of the  
workshop held on 26th and 27th July, 1984)



GURUKULA KANGRI VISHWAVIDYALAYA  
HARDWAR

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GURUKULA KANGRI VISHWA VIDYALAYA  
HARDWAR, 1984



## F O R E W O R D

Gurukula Kangri Vishwavidyalaya stands privileged and benefitted by the stimulating and thought-provoking recommendations made at the Examination Reforms Workshop held at Gurukula Kangri Vishwavidyalaya under the able and learned direction of Prof. V. Natarajan of the A. I. U. His expert guidance will exhale a right kind of fragrance in the field of examination and evaluation and will help the Vishwavidyalaya in taking right kind of decisions.

It is hoped that good work done by Prof. Natarajan and his team will pave a new path towards eliminating the various menaces, unfair practices and obstacles hampering free and fair conduct of examinations. The introduction and adoption of the Credit System being introduced initially and experimentally in M.Sc. (Micro-biology) at Gurukula Kangri Vishwavidyalaya, if implemented sincerely, may be a pioneering step in our country.

This vishwavidyalaya is highly grateful to the officers of A. I. U. , and to Prof. Natarajan in special, for sparing their valuable time and co-operating with us in this long-awaited educational venture. Following upon our Vice-Chancellor's scintillating opening lecture on Examination Reforms, elaborating it, and drawing upon it, Prof. Natarajan studied the examination and evaluation both in the national and local context and made recommendations which would have far and wide ramifications in the future. Shri GBK Hooja, Vice-Chancellor frankly and candidly exposed the weaknesses of our present system of examination and evaluation and strongly pleaded for the delinking of jobs from degrees. He also referred to the Credit System prevailing in Canada and recommended its adoption in Indian Universities.

The Vishwavidyalaya is also grateful to the members of the Faculties who participated in the deliberations and various co-ordinators of different groups who assembled the data, which has been edited by Prof. Natarajan and is being published in present format along with a General Introduction entirely penned by Prof. V. Natarajan.

Virendra Arora  
Registrar,  
Gurukula Kangri Vishwavidyalaya

AN INTRODUCTION TO GURUKULA KANGRI  
VISHWAVIDYALAYA, HARDWAR

Gurukula Kangri Vishwavidyalaya is a nursery of Vedic System of Education, trying to preserve the blossoms of our Ancient Vedic Culture, under devoted faculty.

This monument illustrating the educational philosophy and vision of Swami Dayanand Saraswati was founded by Swami Shradhdhanand (Mahatma Munshi Ram before sanyas) in 1901 to develop an all-round personality of the pupil, incorporating his spiritual, physical and mental development, to produce perfect humans, to revive ancient Gurukula system of indigenous education amidst Westernization of education against Macaulay's design of poisoning Indian culture, incorporating pure environment, purity of conduct, learning by senses, close contact between the teacher and the taught, emphasis on the learning of the Vedas and Sanskrit, instruction through mother tongue, sound and all round development of the personality and talents of the learner, fervent patriotism, nurturing of virtues such as truth, honesty, courtesy, selflessness, and rejection of falsehood, superstition and other evils.

This small temple of learning has seen many a crises and tempests. The Ganges with her fury and flood in 1924 devastated it in 1924, and elephants and tigers of the nearby forests did not allow sound sleep to its inmates at its original sight at Punya Bhumi Kangri Village, across the Ganges in Bijnor District. The British Government was suspicious and went on stifling it. The degrees of the Institution were not recognized; its graduates found the doors of government jobs closed to them. Still, the institution thrived on donations and help received from the philanthropists and Arya Samajist. Its staff and

students helped the freedom struggle and raised contribution for Mahatma Gandhi who also visited it twice. Seeing its success, growth and fearlessness, the Government made offers of help and assistance with the intention of getting some control in the running of the institution. But the Gurukulites knew better. All such overtures were thankfully but firmly declined. Gurukula was declared, after the attainment of freedom by India, a deemed university in 1962 by the University Grants Commission and the Union Ministry of Education, and the U. G. C., began to fund it.

The products of this Vishwavidyalaya have earned distinct honours for their 'Kula Mata' in the fields of education, journalism, literature, arts and photography, medicine and industry. In fact, there is hardly any branch of national life that has not received the benefit of their abilities and expertise.

Presently, the Vishwavidyalaya has also undertaken to enrich its huge library, museum and laboratories, and is upgrading its faculties. It has also adopted rural upliftment programme in the neighbouring villages, has begun to run a Yoga Training Centre, and is studying the pollution of Ganga from Rishikesh to Garhmukteshwar under the Directorship of Dr. Vijai Shankar Saxena, Head of Botany Department. It has also opened thirty centres for adult education under the late Prime Minister Indira Gandhi's twenty-point programme and has embarked upon a strong tree-plantation programme.

Its present Senate is headed by Shri Virendra M.A., an eminent journalist of Punjab and the President of Arya Pratinidhi Sabha Punjab, who is its Chancellor from 1977. Dr. Satyavrat Siddhantankar, former Vice Chancellor of Gurukula Kangri Vishwavidyalaya, is its present Visitor and despite his very busy schedule, has been guiding its course with his experience, wisdom and talent for long. Both the Chancellor and the Visitor along with the Vice-Chancellor, prominent Senators such as Shri Somnath Marwaha, Sr. Advocate, Supreme Court, Delhi, and Shri Sardari Lal Verma of the Delhi Arya Pratinidhi Sabha, Punjab and others have been guiding the boat of the Gurukula towards the dream of Swami

Shraddhanand. The present effort towards a bold revolution in the field of examination and evaluation is only one of the milestones in the long journey of the Gurukulites towards perfection.

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SECTION - I

BASIC CONCEPTS IN EXAMINATION REFORMS

## PREAMBLE

This report mainly deals with the activities and recommendations of the 2-day workshop held at Gurukula Kangri Vishwavidyalaya, Hardwar. This workshop was mainly intended to create an awareness among faculty of the University about the need for Examination Reforms. It should be said that the workshop achieved its objectives. Apart from the activities and recommendations of the workshop, the basic concepts of the Examination Reforms and a Plan of Action are also given for the benefit of teachers. Section-I deals with basic concepts in Examination Reforms, Section - II with the report of the activities and the recommendations of the workshop and Section - III with the Plan of Action.

## SYLLABI

All of us are convinced that the "syllabus document is a crucial document and in its preparation very often arbitrariness, haste and unrealistic thinking dominates. It may sound ironical, but the fact remains that the process of producing such a document is being given superficial consideration. This process has been mostly segmental, highly casual and often ad-hoc. With this kind of casual approach to one of the dominating elements, the casualties are the teaching performance of the teachers and the learning attainment of the students. Moreover, very often the syllabus does not specify even the content areas fully and clearly. In addition, the syllabus fails to indicate the intellectual abilities and skills to be developed by students. In fact, the syllabus as it obtains now is extremely inadequate. One of the implications of a new system like 'Semester System for courses is that this document 'syllabus' be more carefully and scientifically prepared to specify clearly:

- a. all subject matter to be taught
- b. activities of students
- c. link with other subjects
- d. breadth and depth of treatment
- e. industrial, live and practical examples of applications of subject matter
- f. student's abilities to be developed
- g. students' information and skills to be developed
- h; teacher's method of teaching
- i. teaching/learning aids
- j. time allocation
- k. classroom organisation, lesson planning, evaluation
- l. type, frequency of tests.

Once this is done, the syllabus becomes 'dynamic' and into this preparation of such a syllabus in any subject goes a lot of scientific psychological and educational thinking. For example, the syllabus in the earlier semesters may have a dominating information and comprehension of information element while the later syllabus in the same subject may involve application, synthesis analysis etc. The earlier semester topics may be simple, developing

into more and more complex topics in the later semesters; there will be continuity in the syllabus for various semesters in the same subject etc

It is proposed to undertake revision of syllabus to include:

- a) content outlined in great detail to indicate breadth and depth of topics, sequence, etc.
- b) a list of abilities/skills to be developed in students
- c) a list of teaching techniques to be adopted with teacher activities/student activities.
- d) a list of aids to teaching/learning
- e) evaluation procedures
- f) time scheduling

## 2 FREQUENCY/NUMBER OF EXAMINATIONS

It is desirable to 'spread out' examinations having some of them written at the end of every semester. This is now universally favoured. For many students concentration on smaller courses and frequent examinations leads to more efficient study and learning

When the Examination Conducting Body of a university finds it difficult to efficiently conduct the increasing number of examinations every semester, some of it may be shared by colleges in a suitable manner. Semester examinations at the end of 1st, 3rd, 5th etc. may be undertaken by colleges (in addition to lessening the burden of the university, the colleges/staff will acquire expertise in this area which will be desirable when they become autonomous). A better alternative is to get the first 2 semesters examination conducted by colleges and the next year (2nd year) semester examinations be conducted by the university.

## 3 IMPORTANCE OF INSTRUCTIONAL OBJECTIVES

If learning is not given direction, meaning and organisation by clear objectives, it tends to emphasise isolated bits of information, the relative importance and ultimate utility of which are not only unknown but remain unquestioned. The same emphasis is reflected in examinations.

It is not what happens to the teacher that represents achievement of his educational goals. Nor does "coverage" of any sequence of

topics indicate what outcomes are sought or achieved. The outcomes must be found in the students if they are to be found anywhere. The objectives of instruction, therefore, must point directly to the students, to the abilities which teachers wish them to develop.

It follows that, if objectives are to serve as guides to teaching and guides to evaluation, the way they are stated is of great importance.

These statements should not be regarded as final, they need to be reviewed from time to time by responsible bodies familiar with the subject and with the students, perhaps by the Board of Studies. They need to be more clearly stated, and realistic, and always up to date. They must never be regarded lightly, for they form a basis for the design of question papers.

It follows therefore, that the most important recommendation made is to get the syllabi revised to take care of this aspect. This is to be done as a part of syllabus.

#### 4 DESIGN OF QUESTION PAPER/RESTRUCTURING PATTERN OF QUESTION PAPERS

The procedure for designing a question paper is relatively simple, but tremendously important. It requires clear conception of the objectives to be tested and the content to be included in each paper. It is done best by combining outlines of the objectives and content in the form of a chart. The chart provides for the paper setter the specifications to be followed; it is a blueprint for construction of the question paper.

Prof. Natarajan recommends that a chart of this kind should be prepared for each question paper. The charts should be approved by appropriate bodies, presumably the Boards of Studies. They would then stand, until revised, as specifications for question papers. When teachers prepare tests for use in their own classes, the tests should be carefully planned, using the same method. The preparation of charts is, therefore, considered as a sequence of the first recommendation and this can be together achieved if a workshop for Chairmen/Members of Boards of Studies is held for 2 days for this purpose.

## 5 TYPES OF QUESTIONS

There are in essence three types of questions: Essay, Short answer, and Multiple-Choice . It is suggested that all of these types should be used in most question papers. There are proposed specific patterns in which the three types may be combined. Though the patterns differ somewhat from one subject to another and from one level to another a rather typical combination appears in the proposal:

| <u>Question</u>          | <u>Marks</u>   | <u>Time</u>   |
|--------------------------|----------------|---------------|
| 1 to 3 essays            | 10 to 30 marks | 15 to 45 mts. |
| 10 to 20 short answer    | 30 to 60 marks | 40 to 80 mts. |
| 20 to 40 multiple choice | 20 to 40 marks | 20 to 40 mts. |

It should be noted that, while the short-answer questions average three marks each and six minutes each the marks and the time need not be uniform for all the questions. Some might warrant only one mark; some two or three, or four. Multiple choice questions should be allotted one mark each.

It is believed that all of these questions are useful and should be used to their best advantage in appropriate combinations.

An important feature of this pattern in that, compared to present practice, it increases the number of questions quite significantly. With forty questions, it is possible to cover the syllabus adequately and to include all of the important objectives which is not possible when students answer only five or six questions.

The general recommendation is that short-answer questions and multiple-choice questions be used in substantial numbers, with a trend toward increasing their use as time goes on, and that essay questions be used sparingly.

Essay questions are useful when the aim is to test the ability of students to develop an argument, or a sequence of ideas, and to

express their ideas in appropriate language. Their use is indicated particularly in language examinations, but even there they should not be overused. For most purposes, other types are more efficient. And with essay questions it is most difficult to achieve reliable marking.

To use essay question for testing students' knowledge is sheer waste of time and effort.

In recommending the use of various types of questions, it must be urged that every effort be made to develop questions of high quality. The professional staff of the proposed Examination Reform Unit should have a vital role in this endeavour. Since poor multiple choice questions are written easily and good ones are difficult to write the use of this type is recommended only when professional staff is available to refine them.

## 6. OPTIONAL QUESTIONS

The provision of choices in the present question papers ranges from the papers which include ten questions of which the students may answer any five, to those in which choice is limited within sections of the paper and in which some questions may be compulsory

There can be no doubt that the effectiveness of an examination for measuring the academic achievement of students is weakened whenever all students do not answer the same questions. We compare the performance of students who have not really written the same examinations. The comparability of their performance is questionable, and the reliability of measurement is reduced.

Teachers have generally recognised this effect of optional questions. At the same time they take seriously the fact that students are accustomed to having choice and the likelihood that they will demand them. Therefore, they propose that choice be limited and controlled, but not at once eliminated. In the pattern of questions shown already they suggest that a choice be given in essay questions only (i. e. include two questions, of which the students may answer any one). They stipulate further that the alternative question. should be framed with a deliberate attempt to make them as nearly comparable as possible to test the same objective and similar

content, to be equally difficult and take the same amount of time to answer.

It seems to be a reasonable recommendation. While total elimination of options should be the ultimate goal, it may not be wise to go that far immediately.

## 7. LANGUAGE OF EXAMINATIONS

It is to be decided whether the students can be allowed to write their answers in English or in the regional language.

## 8. PAPER SETTERS AND EXAMINERS

Those who set question papers and those who mark the answer books must thoroughly be familiar with the subject as it is taught in the colleges. That recent teaching experience at the level of the particular paper is an essential qualification.

A group of 2 to 3 teachers will set the paper.

Any paper setter or teacher who writes an examination question, should provide also a model answer. For a short-answer question, this should be a complete answer. For an essay question it should be an outline giving the points to be included in the answer and a suggested allotment of marks for each point. This information is useful in judging the quality of the question and is also useful to the examiners.

The centralised evaluation of answer books is favoured. The examiners should work together at designated centres, under the guidance of chief examiners trained by the Unit. They should discuss the answers to questions until they have a common understanding of standards for valuing them. They should work fulltime at the centre until the valuing is complete, which should not take more than a few days. This recommendation has two purposes. One is to increase the uniformity of judgements of examiners, the other is to reduce the time spent on the marking of answer books.

Centralised evaluation will not make the work of examiners more pleasant. It should make it more valid and more efficient. Examiners should regard it serious, concentrated work. The university should ensure that the work load for each examiner is reasonable and that remuneration is adequate.

## 9. QUESTION BANKING

A Bank or collection of Questions/Items can be built for use in University examination preparation and also for classroom tests that are a part of periodical, continuous assessment. Certain basic principles to be followed are:

A large number of questions /items must be there. For example in every paper (course) there are say 40 objective items; 10 short answer questions and 3 essay/problem solving questions. A bank that can be OPEN to teachers/students and others should have 40 to 50 times the number i.e. 1600 to 2000 objectives items; 400 to 500 Short Answer Questions and 120 to 150 Essay Questions. The possibility of an answer bank for this is remote and even if students memorise answers to this great number of questions/items and come prepared, we can think of awarding a Ph.D. rather than a first degree. Teachers also will not feel obliged to answer questions from the bank instead of teaching/instructing the topics.

On the other hand, if the Controller of Exams./Boards of studies decide to keep the Bank CLOSED to teachers/students, well, the number of questions/items can be say 20 times (10 to 20 times in fact) and that means 800 objective items; 200 Short Answer Questions and 60 Essay Questions. They will be prepared, prevalidated and stored in secrecy and only a few items/questions are distributed to students/teachers as samples. This will have healthy practices of teaching on the part of teachers and sound study habits on the part of students.

An open question bank has potential to help semester system in two ways: Semester examination papers can be set within a short time (central paper setting 2 or 3 sets of the same paper set using the Question Bank is recommended) and also this can be used for class tests. A closed Bank can also help semester papers to be set in the same way but the only difference is that this cannot help in classroom testing.

Internal assessment - that is, periodical assessment of students' learning by their teachers in the College- is favoured now-a-days. Teachers speak of it as 'desirable or 'essential' or necessary'. They use such terms despite the fact that they recognise (have met with) formidable difficulties in introducing such a programme.

The students say they are unalterably opposed to internal assessment but they are using a different meaning. What they oppose is the combination of internal marks and examination marks. This has been a common feature of internal assessment programmes, but it is not an essential feature, and it should not be considered a part of the definition. Students accept the idea of having class tests and college marks.

Since it is believed that evaluation should be an integral and essential part of teaching, an attempt to make internal assessment a regular part of the programme of the Colleges is supported. However, it is urged that such an attempt be undertaken with careful planning and thorough preparation of teachers for their part in it.

But failure is not inevitable. It is commonly attributed to lack of integrity on the part of college teachers. This is clearly an unfair and unrealistic explanation. The essentials that teachers have lacked are adequate tools for assessment (primarily tests) and knowledge of how to develop and use such tools. This they must have and also clear and appropriate college assessment policies, if internal assessment is to have a chance of being successful. Also the students must be aware of the purposes and methods of assessment.

There should be some degree of uniformity in the assessment policies of the colleges. Most important is that the policy of each college be clear to its teachers and students and that the policy is scrupulously followed. It is believed that each university must take the lead in working with the colleges to develop their policies, and it is suggested that the primary responsibility be assigned to the Examination Reform Unit. Obviously the Principals must be involved. It is necessary also that representative groups of teachers and students be involved in decisions on policy. A Questionnaire\* is to be used by every teacher & all teachers teaching different

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\* The Questionnaire mentioned above is available with the Research Cell, AIU, New Delhi.

subjects must respond and their individual responses be put together to work out a consensus design of internal assessment in every subject.

The assessment of students should be made by their teachers. Those teachers who have attended training Workshops probably have enough knowledge of testing to undertake this responsibility. But many other teachers do not have it. Further training will be needed. It is believed that the Examination Reform Unit, using the existing corps of competent 'group leaders', could organise the necessary training.

How should the University proceed to introduce internal assessment. If it wished to begin programme involving all the colleges, it should take at least one year for preparation and training.

A more gradual, phased approach is possible. Internal assessment could be started in all colleges but in only a few subjects (probably unwise), or in a few colleges as a pilot project, or at one level only. It might be advantageous to try internal assessment initially with postgraduate students before extending it to lower levels.

What characteristics of the students should be assessed? It is recommended that, in the beginning, assessment be not limited to academic achievement in the curricular subjects, but also in assessing such traits as 'personality', 'character', and 'conduct'. It is possible to evaluate these if the traits are adequately defined and means of rating them are developed. It would be suggested that it be tried after a programme of internal assessment has been designed and accepted. In any case, it is insisted that such traits and others (such as attitudes, interests, values, appreciations) should never be the basis of marks, marks should be for academic achievement only; they should be strictly confined to reflecting how well the students have learned their subjects.

Opinion is divided on the question of whether internal marks should be combined with examination marks. Some of the teachers say yes; more of them say no. One group believes that, if the marks are not added, it is better not to have internal assessment

at all. The opinion of the students, so far as it is representative, is clear.

A key question is: What will be necessary in order to induce students to take internal assessment seriously? If they believe internal marks make no difference, that they count for nothing in a student's final standing, will they even bother to take the teachers' tests?.

It is recommended that the internal marks should be reported, along with examination marks, but the two should not be combined. It is believed that a student's record gives more meaningful information about him when both sets of marks appear than it shows when they are combined. Specially, it is suggested that the university develop a Student Record Book, similar to the S. S. L. C. Mark Book currently used in the high schools to be used in the colleges. The student's mark on all college tests and examinations together with assessments on personal traits, interests, attitudes, team work, regularity, hardwork should be entered in his Record Book and the rank order of his standing in each subject should be indicated. In the same book the university should enter his examination marks or grades.

On the cover of the Record Book the name of the university and the name of the college should appear prominently. Wherever and however the internal marks of students are reported, the identity of the college which awarded them should be known.

Though the term 'internal assessment' is used in this report, it may be advisable for the University, recognising that the phrase is frequently misunderstood, to use some other terminology in discussions of an internal assessment programme and in publicity concerning it.

## 11. GRADING

Reporting the results of university examinations, or of internal assessment, or of a combination of the two, in terms of a grading scale instead of the familiar marking scale is now widely advocated in India. For example, a recent committee of the Central Advisory

Board of Education has said, that, for all public examinations "the result should be declared subject-wise and furnished in the form of grades. The 'raw' marks given by the examiners should never be made available'.

It is natural that any proposed substitute for the time-honoured marking system should be resisted. The present system is familiar to teachers and students, to employees, and to the public, and all of them think they know what it means. The trouble is that too much of what they know is not true. The marking scale is highly misleading.

Marks are not, though they appear to be, awarded on an absolute scale—for there is no absolute scale. A mark has real meaning only as a number to compare with the numbers assigned to other students. And the numbers are by no means free from error. In all examination results there is a standard error of measurement. Dr. H.J. Taylor, whose words should carry authority, has said that for examinations in India this error is normally about 5 marks, and often is as high as 7. Making the marking more accurate methods are being proposed. By this procedure, let us suppose that we might reduce the standard error to

3. It is almost universally supposed that a student whose mark is 60 has written a better examination than one whose mark is 59, and surely better than one whose mark is 55. The university goes so far as to place one of these students in the first division and the other in second division. Yet, if the error of measurement is 3, we are not sure of mark of 60; we can be confident only that the mark should be between 57 and 63 and that range might include the true marks of all three students.

A grading scale does not attempt to make such fine distinctions, and thus it is less misleading. It groups students into a smaller number of categories, each representing a range of marks, and we can be more confident that the range within which a student is placed gives an accurate indication of his standing.

A university is not justified, and is deceiving itself, when it declares that any fixed number of marks is required for passing an examination. It does not have evidence that a mark of 35 in this

year examination is equivalent to last year's 35. And in fact it departs at time from its own standard. If too few students pass, the marks are 'moderated' which is a pretence that the passing mark has retained its sanctity. It should not have had that sanctity in the first place. The University would do better to admit that the proportion of students who pass is a more stable base for judgement than is a required minimum mark.

Most of us are opposed to moderation of marks. It is however, believed that, even with a grading system there are borderline cases which ought to be carefully examined on their individual merit to be sure that injustice is not done to deserving students. Moderation makes no distinction between those who deserve higher marks and those who do not.

An important implication is that marks are greatly over-emphasised and have automatic consequences which are not justified. The function of an examiner should be only to decide how many marks each answer deserves. It should not be his function to decide whether a student passes or fails, or what his grade or division should be. These decisions should be made only by the university. They should be based on the rank order of students which has been determined by the marks.

It is recommended that at the Post-Graduate level, a system of 'direct grading' be adopted. It is possible to work out a paradigm of criteria for graded answers to every question (by a committee of valuers). What should be an 'outstanding' answer to a question; an 'average' answer to the same question and so on. Teachers have to be trained in the science of direct grading.

It is also recommended that grading be introduced at the post graduate level. Before adoption, certain preparations are to be made:

- 1) Past examinations in every subject in the last three years have to be systematically analysed to find statistical quantities like, Mean, Standard deviation, Reliability Co-efficients, Standard Error etc.
- 2) Normative Standard Tables for conversion of marks into grade will have to be prepared for every paper (course) and used as an interim measure.

- 3) Direct grading should be resorted to after training in this area is given to teachers and others.
- 4) Information giving details of system, implications to teacher, students, parents etc. must be given to them.

## 12 PREPARATION OF TEACHERS AND STUDENTS

It is suggested that, as soon as possible, the university prepares and publishes a booklet, to be distributed to all teachers in the colleges, giving them essential information on the intended changes in examinations. It is hoped that the same booklet, or a similar one, might be given to all students who will be affected by the changes.

This booklet might contain the following information:

Reasons for change

General description of the change

Separate section for each subject, including:

Objective of instruction

Illustrative charts of question papers

Sample questions (many samples, indicating the purpose of each question)

Implications for teaching

Probably it will be desirable also to recognise training programme for teachers who have not attended Workshops. There could be 'Short Courses' conducted in the Colleges. The suggested booklet might serve as a text book for discussion in these courses.

## 13 PROCESSING OF EXAMINATION RESULTS

The processing of results of most of the public examinations in India takes what is considered an inordinate length of time. The period between the examinations and announcement of the

results need to be shortened. It should be the university's aim to make the results of each examination available well before the beginning of the next academic year/semester. One way of speeding the procedures may be to make more use of mechanical

## S U M M A R Y

To borrow a phrase from Supreme Court, desired changes in the Examination System should be made 'with all deliberate speed'.

Speed is indicated because some reforms if not introduced soon, may lapse for want of attention and may never be introduced at all. Many teachers subscribed to this (even today subscribe to this) that reforms be adopted quickly so that the interest will not be allowed to dwindle.

It would be a mistake however to initiate changes too quickly. The pace of reform should not exceed the ability of teachers and students to adjust to it. Every change produces opposition, delicate balance is required if the rate of improvement is to stay ahead of the rate of resistance.

SECTION - II

REPORT OF THE ACTIVITIES AND RECOMMENDATIONS  
OF THE WORKSHOP

REPORT OF THE ACTIVITIES AND RE COMMENDATIONS  
OF THE WORKSHOP ON EXAMINATIONS RE FORMS HELD  
ON 26th AND 27th JUL Y, 1984 AT GURUKULA KANGRI  
VISHWAVIDYALAYA, HARDWAR.

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The workshop was inaugurated on the 26th July, 1984 by Sh. G. B. K. Hooja, Vice-Chancellor of the University. In his presidential address he narrated some of the sad experiences of the university in conducting the university examinations. In his presidential address he touched on many points like unfair means adopted in examinations system, the number of working days, the flexibility in the courses, delinking degrees from the jobs and credit system of cou ses. The interesting presidential address of the Vice-Chancellor is given in appendix 'A'

Professor V. Natarajan, Project Director, Association of Indian Universities, in his keynote address drew the attention of the teachers of the university to the need to adopt some of the basic examination reforms. He went on to explain how a syllabus document as it obtains to-day needs to be clarified on different domains like abilities to be tested, width and depth of the topics to be covered, the evaluation tools to be used and teaching methods to be applied. The next area of the reform programme is the provision of choice in the university examination question paper. He clearly told the participants that provision of options in the question paper reduced the content validity and reliability in marking. In order to increase the content validity and reliability, he suggested the introduction of restructured question paper in the university examinations. He quoted the failure and success stories of different universities in this regard and reminded the university authorities to take the necessary preventive steps so that the same kind of situation does not arise in Gurukula Kangri Vishwavidyalaya. The next topic he dealt with that of frequency and number of examinations. He drew the attention of the participants

to the fact that the university examinations spreading over for just 3 hours is not adequate. Further, in the university examination only the Cognitive abilities (relating to thinking area) of the students could only be tested; . This means that the abilities of the students in the Affective (feeling area) and Psychomotor (motor-skills) domains cannot be tested through the university examinations. In order to get the wholesome pictures about the students, efforts should be made to test the abilities under all the three domains, he added. Introduction of Semester system with a component of Internal Assessment can achieve this. The other topics dealt by him in his address were: introduction of instructional objectives, language of examinations and paper-setting procedures. At the end, he explained the rationale behind the following areas of Examination Reforms and suggested that the university be a pacesetter.

1. Question Banking
2. Internal Assessment
3. Grading System
4. Semester system with credit system.

After answering the questions raised by the participants, the day's session came to an end.

On the second day, 27.7.84, after a brief question and answer session, the participants were divided into three groups as given below:

- Group A : Mathematics, Botany, Zoology, etc.  
Group B : Psychology, Philosophy and Vedic Studies.  
Group C : Languages and Literature.

The groups were asked to discuss all the points raised and come out with their recommendations. In order to make the groups discuss the issues in a meaningful way, a questionnaire was prepared and given to the participants.

For two hours the groups discussed thoroughly the issues raised and the recommendations of the groups were read out by the respective group leaders in the general session. The recommendations of the group are given below:

## Recommendations of the three groups

### Group A

The first group consisting of Mathematics, Zoology, Botany and Physics teachers was given their recommendations subject-wise with regard to item Nos. I to VII on the questionnaire. For the rest of the items, whole group discussed and has given general recommendations. At first, the general recommendations of the group are given.

Question Banking : The group is in favour of developing question banks in their subjects. In order to develop question banks, they have suggested that atleast 3,000 to 4,000 questions should be there in a subject.

Internal Assessment : The group has recommended that efforts may be made to test the abilities of the student in other domains also by the teachers and finally a certificate may be issued by the college principal.

Grading system : The group is not in favour of adopting grading system.

Semester System with Credit Courses : While the group is not in favour of having the semester system, it is in favour of the credit system.

Now, the recommendations of the different subject groups in this group for item nos. I to VII are given below:

### Zoology

1. This group is of the opinion that the present syllabus is inadequate for teachers/ students, and paper-setters. It agrees completely with regard to the dimensions in which the syllabus has to be expanded. In order to achieve this, the group has suggested that a task force/ committee of teachers may look into the syllabus with the help of the teachers and revise it.
2. The group is of the opinion that providing choice in the university examination question paper reduces the validity

and reliability. It is in favour of introducing restructured question paper consisting of objective type items and long answer questions. It has suggested a weightage of 60 per cent (60 marks) for objective items and 40 per cent (40 marks) for long answer /problem solving questions.

3. The group completely agrees that instructional objectives have to be mentioned in the syllabus.
4. The group has recommended that language of the examination should be English or Regional Language.
5. The group is of the opinion that the examiners should thoroughly be familiar with the subject and should have recent teaching experience. It has also recommended that a paper-setter should give marking scheme also.
6. The group is in favour of Central Evaluation of answer scripts.
7. The objective type items should become a part of university examinations. The group feels that different formats of question paper with the same items be prepared for the university examinations.

The recommendations of this group are given in Appendix 'B'

#### Mathematics: - (UG Level)

1. This group while disagreeing with all the items under 1.1, has agreed to all the points under 1.2. That is in the first instance it felt that the syllabus is adequate from the point of view of teachers, students and the paper-setters but later it has suggested that the syllabus has to be expanded on all the 9 dimensions given in the questionnaire. In order to achieve this it has suggested methods I and III. i.e. it wants the Board of Studies to be involved in the work and also a Task Force of teachers may up-date and revise the syllabus.
2. Currently the question paper contains choice. The group is of the opinion that instead of overall choice only internal choice may be provided in the question paper.

3. This group is not in favour of including objective type items and short answer questions.
4. This group is not in favour of Semester System.
5. The group has recommended that instructional objectives be included in the syllabus. As far as the language of examination is concerned, they are in favour of English.
6. The group has recommended that the question paper-setter should be thoroughly familiar with the subject and must have recent teaching experience. It is also in favour of 2 or 3 teachers setting the question paper instead of one teacher setting it. It wants to adopt Central Evaluation of answer scripts.
7. While this group has not recommended objective type items in the university examination paper it is in favour of giving different formats with the same items in the university examinations. This is an inconsistency of the group's thinking

Appendix " C" gives the responses of this group.

#### Mathematics (PG Level)

1. This group feels that the syllabus is adequate in all respects.
2. While choice is provided in Maths at present, this group is uncertain about provision of internal choice.
3. It is in favour of only essay-type questions.
4. The group is not in favour of adopting Semester System.
5. The group has recommended that instructional objectives have to be built into the syllabus. Comparing this response with the first recommendation, it seems that the group is inconsistent in answering the question.
6. The group has recommended that only English should be the language of examinations.

7. The group has recommended that the paper-setter should have recent teaching experience and also provide key to the objective items and answers to the questions. But, this group is not in favour of 2 or 3 teachers setting the question paper. It is also in favour of Central evaluation System.

Appendix 'D' gives the responses of the group.

### Botany

1. This group also feels that syllabus is adequate from the point of view of teachers, students and paper-setters. But while answering the items under 1.2 it has agreed with all the questions excepting two. In order to restructure the syllabus it would like to have a meeting of the Chairmen of the Boards of Studies.
2. At present choice is provided in the question paper in the university examination in Botany. The group feels that only internal choice should be provided.
3. The group has recommended that the university examination question paper should contain objective type, short answer and long answer questions with 20%, 40% and 40% weightages respectively.
4. This group is in favour of adopting Semester System.
5. For two of the questions this group was uncertain and in respect of the other two questions the group has recommended favourably that learning outcomes should be provided in the syllabus.
6. The group has not indicated the language of the examinations to be followed in its subject.
7. This group also feels that the paper setters should have recent teaching experience and must be familiar with their subject. But it does not agree with 2 or 3 teachers setting the question paper. Also, this group has recommended that the paper

setters should provide answers for the objective items and short answer question only and not for long answer questions. This group is not in favour of adopting the Central Evaluation of answer scripts. But it is in favour of giving different formats with the same items in the objective type.

Appendix 'E' gives the responses of this group/.

### Physics

1. This group is in favour of expanding the syllabus on the lines indicated. While taking up this work it has recommended Methods I and III. That is, the Chairman of the Board of Studies has to provide the syllabus with the help of the task force /committee of teachers appointed for this purpose.
2. This group is in favour of providing internal choice.
3. The group has recommended that 30 objective type items, 12 short answer questions and 2 long answer/problem solving questions may be asked in the university examinations.
4. The group has recommended that if 100 per cent internal assessment system is introduced then it is in favour of semester system.
5. The group has recommended that it wants to include instructional objectives in the syllabus.
6. The group has recommended that the language of examinations should be English as well as Hindi.
7. While the group has recommended that a paper-setter should have recent teaching experience, and also he should give the key to the objective type items and answers to the short and long answer questions,, it is not in favour of 2 or 3 teachers setting university paper. This group is in favour of using different formats with the same items in the University Examination.

Appendix F' gives the responses of this group.

## GROUP B: Psychology, Philosophy

1. This group is of unanimous opinion that the syllabus has to be re-structured on the lines indicated. For this purpose it wants Boards of studies to be convened and a workshop to be held for 3 days.
2. This group is in favour of providing internal choice in the essay questions.
3. The group has recommended that 40 objective type items, six short answer questions and two long answer questions may be asked in the university examination.
4. The group is not in favour of adopting Semester System.
5. It wants instructional objectives to be included in the syllabus.
6. It has recommended that Hindi, Sanskrit and English may be the languages of the examinations.
7. While the group has agreed that the paper setters should have recent teaching experience, it is not in favour of 2 or 3 teachers setting the question papers. It is in favour of the paper setters providing keys/answers to the items/questions.

Question Banking: The group is in favour of developing question banks. For this purpose it wants a 2 or 3 day workshop to be convened so that every teacher may contribute items/questions. (alternatives).

Internal Assessment: This group is not in favour of adopting Internal Assessment in its course. In order to do it effectively it has suggested that Chairmen Boards of Studies in different subjects may organise a day's workshop to get every teacher to fill up the answers to different questions in a questionnaire and they may be put together as a consensus. (Method - I)

Grading: The group is not in favour of adopting Grading system in its subjects. In order to translate the marks into grades the group has recommended that normative Standard Tables for conversion of marks may be prepared in its subjects. (Item No. II).

Semester with Credit Courses: This group is not in favour of adopting Semester System with credit. Appendix 'G' gives the group's recommendations.

Group C: Languages & Literature

1. The group has recommended that the syllabus has to be re-structured on the lines indicated. In order to do this job it has suggested that the meeting of Different Boards of Studies with the help of members may be convened, and this task may be taken as a part of question banking workshop (Method I and II).
2. This group is in favour of providing internal choice in essay questions.
3. The group has suggested that 20 objective items, 5 short answer questions and 3 long answer questions may be asked in the university examinations.
4. The group has recommended that for the time being the annual system has to be retained but it should be reviewed later and a final decision has to be taken with regard to the Semester System.
5. It wants instructional objectives to be introduced in the syllabus.
6. The group is in favour of the statement that the teacher should have recent teaching experience. But it is not in favour of 2 or 3 teachers setting a question paper. It wants the paper-setter to provide key/answer to the items/questions.
7. The group is not in favour of using different formats with the same items to be used in the university examinations.
8. Question Banks: The group has recommended that at present question banks may not be developed.
9. Internal Assessment: As far as internal assessment is concerned, it has recommended that it should be done by all teachers of department and should apply only to the regular students.

10. **Grading System:** The group has recommended that only when the other universities have resorted to grading system, this university should switch over to grading system.
11. **Semester with Credit system:** While this group is not in favour of Semester system, it is in favour of the credit system, in the present framework. Appendix H gives the recommendation of the group.

SECTION - III  
PLAN OF ACTION

## PLAN OF ACTION

It is suggested that the University may think of introducing some of the minimal examination reform programmes from the year 1984, so as to prepare itself to launch them in a big way during the 7th Plan Period (1985-90). It is hoped that by that time (1985) the University will also get an Examination Reform Unit to take up this work in a full-fledged manner. Until such time the Examination Reform Unit is established in the University, an Examinations Reform Implementation Committee in the University administration may be formed so as to implement the minimal reform programmes. Keeping this in mind, this Plan of Action has been divided into two parts viz., the activities relating to the year 1984, and the activities to be initiated and completed during the 7th Plan (1985-90) period.

### Activities to be initiated in the year 1984.

1. As most of the groups have agreed to restructure the present syllabi it is necessary that the syllabi in those subjects may be restructured on the lines indicated.
2. Instead of the present global choice only internal choice may be provided in the University Examination Question paper.
3. Necessary orientation programmes for the teachers may be organised so as to enable them to write good quality objective type, short answer and long answer questions.
4. Necessary orientation programmes on grading may be organised for the benefit of teachers and students.
5. The Departments which want to participate in the credit system of courses may be identified and as a pilot-project credit system may be introduced in one course in the present structure itself. (Without having Semester System).

6. The UGC may be approached for (a) getting grants for conducting the workshops and (b) establishing Examination Reform Unit in the University which can look after all the activities relating to Examinations Reforms.

Activities relating to the Period 1985-90 (7th Plan)

1. Question banks in popular subjects may be developed.
2. Steps may be taken to undertake a study to find out the constraints and restraints in implementing the Semester system so that once they are taken care of Semester System can be implemented.
3. Scientific procedures may be adopted in the pre-conduct, conduct, and post-conduct stages of the University examinations.
4. Steps may be taken to adopt scaling techniques so that the mark a student obtains in the University Examination/Internal Assessment truly reflects the merit of the student devoid of extraneous factors.

Some Reflections on Examination Reforms

G. B. K. HOOJA<sup>+</sup>

When I think of Examination Reforms my mind inevitably goes back to Professor Om Parkash Sinha who fell a martyr to an assassin bullet for the cause of clean and fair examination on September 20, 1973 at Gurukula Kangri. The ghost of Om Prakash still haunts the teachers of Gurukula Kangri. Notwithstanding this, they have been making brave attempts, consistent with their safety to ensure the conduct of examinations in a fair way. In the process, they have been gheraoed, abused, intimidated and assaulted from time to time. An examiner is reported to have been forced to award 95 percent marks at the point of a pistol. Another begged me to excuse him from marking the answer scripts and yet another has suggested that we should stop the system of internal examination altogether and send answer books to examiners situated not less than two hundred KMs. away from Hardwar. Not only the gurus have been threatened or assaulted but their families and children also have been subjected to threats - all this for the sake of a shred of paper denoting certification of a degree, which as we all know has no other value except to facilitate entry into the employment market.

My experience as Chairman of a State Public Service Commission led me to the conclusion that degrees and the divisions granted by various universities in India could not be relied upon in the absence of a uniform standard of measurement and evaluation. We found that not infrequently second divisioners of a university were better than the first divisioners of another university in the same subject, and so on. With the insistence of U. G. C. in demanding that all teachers should obtain Ph. D. within a specified time, standard of the Ph. D. has also come down. A teacher who was being goaded by his supervisor to improve his presentation once approached me to complain against the supervisor and begged me to ask the supervisor not to harass him. I cited the example of Swami Dayananda to him and told him to respect his guru as Swami Ji respected Guru Virajananda. In this context, the decision of the U. G. C. to hold an eligibility test for the award of U. G. C. fellowships on the national basis is a very welcome step.

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What is needed is that a similar test should be prescribed for entry into university jobs also, for ultimately it is the quality of teachers and staff which determines the standard of education and ensures fair testing and evaluation,

The U. G. C. has very rightly laid down that there should be atleast 180 days of teaching in a year. To my mind even this is a very soft demand. In the Gurukulas of old teaching used to be done for 365 days. The student was supposed to live in the womb of his teacher until he graduated, and graduation could be deferred until the teacher was satisfied that his ward had acquired the prescribed standard of knowledge and skills. Even at present the high courts which are also a vacation department and to intellectual work of no mean order require their judges to sit for 210 days in a year. There is no reason why the teachers should not be expected to work and teach for 210 days in a year. This is the second reform which I would advocate for the improvement of the standards of education and a step towards examination reforms besides the aforementioned proposal to have a competitive test on a national basis for entry into the teaching profession.

The third proposal which I would make and which since has been accepted by the U. G. C. is that the teacher should spend at least six hours a day in the university or in the library or laboratory to be available to the students. If they are seen working in a library or a laboratory, it would tend to create an academic atmosphere.

Prof. V. V. John had to suffer indignities and narrowly escaped a murderous assault when he tried to impose this discipline on the teachers of Jodhpur University in 1970. I have not yet lost hope and faith in the sense of patriotism and idealism of the teaching fraternity and I am sure that they would rise to the occasion to give a better deal to the students under their charge.

It must not be forgotten that the students who are at present enrolled in the universities and those who will come hereafter have to be prepared to meet the challenges of the 21st Century in a highly sophisticated world of competing nation-states. The question before us is - are we preparing the students to meet those challenges? The educational budget is second only to the Defence Budget of the country. Those who are engaged in the

business of education are accountable to the nation in an equal measure.

The defence of a nation does not depend merely on the quantity or quality of the hardware or defence equipment that it possesses. The quality of defence and fighting power depends upon the men behind machines, and it is the duty of the universities to produce men who are stout of heart, devoted and dedicated, highly skilled, with steady minds and balanced judgement. This is the essence of the national Vedic prayer. But can this be done if the teachers do not set an example?

This leads me to the next proposal. As at present 50 thousand teachers are engaged in the university departments or colleges. The teaching staff in the affiliated colleges is of the order of 1.70 lacs. A pertinent question which arises is what is being done to orient them so as to develop a sense of accountability and thus of dedication in the cause of education. While programmes have been developed to improve the teaching skills of the faculty in various subjects, no programme has yet been introduced to improve their psyche or behavioural pattern.

The ninth principle of the Arya Samaj lays down that an individual should not feel satisfied with his own progress alone but he should consider his own progress as part of the progress of the community. As at present constituted the system of education tends to develop individualistic, competitive mores. It is based on the principle of the survival of the fittest which is to a certain extent a realistic truth but ignores the principle of co-operation and mutual aid, which is also a potent factor in a civilised society, and can be ignored at the cost of social harmony and progress.

The total number of students receiving higher education is of the order of 32 lacs. They are indeed fortunate guys who are privileged to enter the portals of the universities. A vast percentage of young men and women of this age group in this country cannot dream of sharing of this privilege. The question arises, Have the privileged ones any duty towards their not so fortunate peers, and countrymen soaked in poverty and suffering from several serious disadvantages? In this context, one may propose six month's course in social work

or rural service for every student before the award of the first degree. This would, on the one hand, give the young educants a glimpse of the poverty and deprivations of a mass of humanity under the poverty line and would to that extent augment governmental effort for the removal of illiteracy and amelioration of the lot of the unprivileged class. It would at the same time develop a sense of accountability and belonging amongst the idealistic youth.

Next reform that I would advocate is the delinking of the jobs from degrees. We have talked about it for the last decade or so but concrete steps have not yet been taken in this direction. As a social engineer one would like to give attention to the nuts and bolts of the machine. What is needed is for the Public Service Commissions and the Heads of State Departments to confer together and have a second look at the qualifications prescribed for various jobs and to eliminate the condition of a degree where the job equipment does not call for it. After all, if a young man can become a General in the Army without taking a degree why can't he achieve the highest post in the Police without obtaining a degree ? In other words, why should B. A. be an obligatory condition for appearing for the I. P. S. ? In this view of the matter I would endorse L. K. Jha's proposal to let young men choose their careers after the plus twelve stage.

This brings me to another much needed reform about which we have been talking again for the last several decades but have been practically nothing except to establish a few ITI's & Polytechnics. This relates to the vocationalization of education. Having been subject to the elitist theory of education are apt to succumb to the notion that the ITI's are meant for the other people's sons and prefer to send our own children to the elitist schools where incidentally they fail to develop the art of using their hands and find themselves handless and unemployable at the end of the scholastic career. Not everybody can succeed in getting a white-collared job. We must aim at making our children able to fend for themselves and become selfemployed at plus twelve stage when they would be nearly eighteen years old, with the aid of bank loans and other facilities which are available. To achieve this end it would be necessary to introduce a craft for every student at the plus eight stage so that in four years he attains a reasonable amount of skill and dexterity in the craft of his own choice. In selecting the craft a school should have an eye on the

marketability of the product. At the same time the craft teacher should be as well paid as any other teacher in the school. Craft should thus become an integral part of the syllabus of High School education. This would hopefully go a long way in reducing the pressure for entrance to the universities and by reducing the number of students seeking university education would tend to improve the quality of education and therefore validity of examinations.

A patent defect which marks the examination system is that it seeks to test merely the power of memory of the student and to some extent the power of expression but nothing else. Foreign medium of instruction in examination also tends to accentuate this defect. Three hours written test fails to gauge the grasp, perception, understanding or the problem solving capacity of the examinee. I have not been able to appreciate how far the introduction of Question Banks is going to remedy these defects, except perhaps the evil of copying.

In this context the absurdity of hundred point marking is obvious, and I fail to appreciate why the universities are still clinging to it. It is another case of inertia. To my mind, there should be no hesitation in adopting the grade system, and I would not go beyond four grades. In several foreign universities I have noted that they award only two grades, viz., A and B, and the third grade is repeat and not failed.

I was impressed by the Credit system prevailing in the Carlton University of Ottawa which offers Credit courses in various subjects ranging from 12 to 16 weeks at varying prices. A student working for a degree was required to obtain 15 credits, and when he had attained the required number of credits he could apply for a degree and obtain it from the Registrar. No student was allowed to take more than five credit courses during a year. The range of subjects available to a student was fairly wide and a student could take any subject depending upon his requirement, aptitude, and convenience. If a student could not take up five courses in a year he might do a lesser number of courses and take longer than three years to complete the credit requirement for his degree, thus eliminating the threats of depression, frustration and other dangers to his psyche.

On certain conditions a student could withdraw from the course and join it in the next session. If he withdrew from the course before a fixed date, a part of the fee could be refunded to him. There was no question of teachers not lecturing or not taking their sessions. There was no question of a student being absent. Both were bound by a contract to complete the session. And thus there was no question of using unfair means, nor was there any scope for it. A student could complete a course or drop it if circumstances so warranted, and he could rejoin it at his convenience. I have often wondered if we can try this system.

We are happy to find Dr. Natarajan amongst us this morning. He is an expert of international repute in the field of examination reforms, and we have no doubt that under his guidance we will be able to find our way and mark out a practical path for ourselves. I have posed some questions and have tried to indicate in all humility some of the possible solutions, I would welcome my colleagues who are also engaged in this quest at the ground level to describe their experiences, problems and difficulties, and indicate such solutions as occur to them, candidly and freely, so that we may have meaningful dialogue and make full use of the presence of Dr. Natarajan who has become available to us after a long long wait.

## GURUKULA KANGRI VISHWAVIDYALAYA

WORKSHOP ON EXAMINATION REFORMDISCUSSION ON BASIC ISSUES IN EXAMINATION REFORMI SYLLABUS

- 1.1 Syllabus as it obtains in your university in your subject is inadequate for purposes

|                                                       | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|-------------------------------------------------------|--------------|-----------------|------------------|
| i) of guiding a teacher thoroughly                    | ✓            |                 |                  |
| ii) of guiding students in their learning             | ✓            |                 |                  |
| iii) of guiding paper setter to set valid test papers | ✓            |                 |                  |

- 1.2 Syllabus restructuring is to be undertaken

|                                                                                                   | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|---------------------------------------------------------------------------------------------------|--------------|-----------------|------------------|
| a) to expand content topics logically, sequentially.                                              | ✓            |                 |                  |
| b) to rearrange and indicate <u>breadth</u> and depth of various topics.                          | ✓            |                 |                  |
| c) to include activities of students in the process of learning.                                  | ✓            |                 |                  |
| d) to include abilities and skills to be developed in them during the process and after learning. | ✓            |                 |                  |

- e) to indicate live examples of applications of various areas in daily life/working life ✓
- f) to include suggestions on methods/techniques of teaching ✓
- g) to suggest aids to teaching/learning ✓
- h) to specify time allocation for various topics. ✓
- i) to include details of evaluation, frequency of tests during the process of teaching/learning. ✓

1.3 In order to achieve this, it is suggested that any one of the alternatives given below may be adopted,

a) Methods of performing syllabus restructuring:

Method I: Chairmen of Different Boards of Studies with the help of members can convene a one-day workshop to update and revise the syllabus in the manner suggested above.

Method II: The Syllabus revision can be taken up as a part of question banking workshop to be organised by the different Boards of Studies and Examination Reform Unit of this university.

Method III: A task force/committee of teachers may look into it with the help of teachers to update and revise the syllabus in the manner suggested : above.

Any further method: Please specify-

## II. Optional questions:

a) In your subject/papers indicate the choice that is available:

| <u>No. of questions<br/>asked</u> | <u>No. of questions to be<br/>written</u> |
|-----------------------------------|-------------------------------------------|
| 8                                 | 5                                         |

b) Provision of overall choice involves:

- |                                                                                                                 | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|-----------------------------------------------------------------------------------------------------------------|--------------|-----------------|------------------|
| i) the content validity to be poor                                                                              | ✓            |                 |                  |
| ii) comparability of marks obtained by different students to be impossible                                      | ✓            |                 |                  |
| iii) reduction in reliability (consistency) in marking                                                          | ✓            |                 |                  |
| iv) choosing absolutely <u>equivalent</u> questions from different topics which process is extremely difficult. | ✓            |                 |                  |

It is therefore suggested that overall choice may be eliminated and provision of internal choice between essay questions be given.

Do you agree with this?

## III. Structure of University examination question paper:

In accordance with the above, please specify the design

of question paper to be followed in your subject in the university examination:

|                                          | <u>No. of items/<br/>questions</u> | <u>No. of<br/>minutes</u> | <u>No. of<br/>marks</u> |
|------------------------------------------|------------------------------------|---------------------------|-------------------------|
| Part A : Objective type                  | 60%                                | 120                       | 60                      |
| Part B : Short answer                    |                                    |                           |                         |
| Part C : Long Answer/<br>Problem solving | 40%                                | 60                        | 40                      |

IV. Frequency and number of examinations:

In your subject, do you propose to adopt semester system in the place of annual system?

☒ Agree    ☐ Disagree    ☐ Uncertain

If your group decides to adopt Semester system, will your group adopt the same syllabus as in III?

Yes    ☒ No    ☐ Uncertain

If no, indicate the new structure of the question paper to be adopted:

To be decided through Board of Studies.

V. Instructional objectives :

Instructional objectives:

Agree    Disagree    Uncertain

1) Give direction, meaning and organisation to learning ☒

- ii) Must be stated as outcomes of learning ✓
- iii) Must include action-oriented verbs like state, interpret, explain, calculate, hypothesize etc. ✓
- iv) Must be prepared at the time of syllabus making and provided to the teachers and students. ✓

#### VI Language of examinations:

It is felt that the students should be given freedom to choose, the language in which they produce answers. Indicate your group's recommendation:-

English/Regional

#### VII. Paper-setting and examining of scripts

Agree   Disagree   Uncertain

- i) Those who set questions papers and those who mark the answer books must be thoroughly familiar with the subject and must have recent teaching experience. ✓
- ii) A group of 2 to 3 teachers will be able to set a balanced paper more effectively than a single teacher. ✓
- iii) Every paper-setter has to provide answer key to the objective-type items, answers to the short answer questions and main points of answer question. ✓

- iv) Every paper-setter is to also indicate the marking scheme to ensure uniformity and standards of marking . ✓
- v) Are you in favour of central evaluation of answer scripts to increase reliability of marking, and to speed up time for marking? ✓
- vi) In Part-A consisting of objective items, do you favour different formats with the same items to be prepared for the university examination? ✓

### Area of Examination Reforms:

#### 1. Question Banking:

A bank or collection of Questions/items can be built for use in University examination preparation and also for classroom tests that are a part of periodical, continuous assessment. Certain basic principles to be followed are:

A large number of Questions/items must be there. For example, in every paper (course) there are say 40 objective items; 10 short answer questions and 3 essay/problem solving questions; A bank that can be OPEN to teachers/students and others should have 40 to 50 times the number i. e. 1600 to 2000 objective items; 400 to 500 short answer questions and 120 to 150 essay questions. The possibility of an answer bank for this is remote and even if students memorise answers to this great number of questions/items and come prepared, we can think of awarding a Ph. D. rather than a first degree. Teachers also will not feel obliged to answer questions from the bank instead of teaching/instructing the topics.

On the other hand if the Controller/Boards of Studies decide to keep the Bank CLOSED to teachers/students, well the number of questions/items can be say 20 times (10 to 20 times in fact) and that means 800 objective items; 200 Short Answer Questions and

60 Essay Questions These will be prepared, prevalidated and stored in secrecy and only a few items/questions are distributed to students/teachers as samples. This will have healthy practices of Teaching on the part of teachers and sound study habits on the part of students.

An open question Bank has potential to help semester system in two ways: Semester examination papers can be set within a short time (central paper setting 2 or 3 sets of the same paper set using the Question Bank is recommended) and also this can be used for class tests. A closed Bank can also help semester papers to be set in the same way but the only difference is that this cannot help in classroom testing. 3 alternatives are suggested here to go about making a bank whether exhaustive (open) or binted (closed)..

### Alternative I

Chairmen, Boards of Studies in different subjects may convene a 2 day/3 Day workshop to get every teacher must be initiated into the science and skill of item/question writing. Then a select group of teachers may prevalidate these questions/items and constitute banks.

### Alternative II

Separate Question Banking Workshops for different faculties can be conducted inviting many teachers at District level and they may go back to individual colleges and get more teachers involved. Initially a 5 days workshop followed by a 2 days workshop after a month's interval will be sufficient to constitute exhaustive banks. A part of the time in the workshop can be spent to improve syllabus, write objectives, fill up internal assessment design questionnaire, semester system design questionnaire etc.

### Alternative III

A Task Force Committee for every subject can be entrusted with this job. A few teachers trained already can be induced into these task forces to take leadership.

Discuss in your group the alternative methods and indicate the method that you will adopt.

## 2. Internal Assessment

Internal Assessment i. e. periodical assessment of students' learning by their teachers in the colleges is favoured now-a-days. Teachers speak of it as "desirable" or "essential" or "necessary". They use such terms despite the fact that they recognise (have met with) formidable difficulties in introducing such a programme.

When the students say they are unalterably opposed to "Internal Assessment" they are using a different meaning. What they oppose is the combination of internal marks and examination marks. This has been a common feature and it should not be considered a part of the definition. Students accept the idea of having class tests and college marks.

Since it is believed that evaluation should be an integral and essential part of teaching, an attempt to make internal assessment a regular part of the programme of the colleges is proposed. However, it is urged that such an attempt be undertaken with careful planning and with thorough preparation of teachers for their part in it.

But failure is not inevitable. It is commonly attributed to lack of integrity on the part of College teachers. This is clearly an unfair and unrealistic explanation. The essentials that teachers have lacked are adequate tools for assessment (primarily tests) and knowledge of how to develop and use such tools. These they must have, and also clear and appropriate college assessment policies, if internal assessment is to have a chance of being successful. Also the students must be aware of the purposes and methods of assessment.

There should be some degree of uniformity in the assessment policies of the colleges. Most important is that the policy of each college should be clear to its teachers and students and that the policy be scrupulously followed. It is believed that each University must take the lead in working with the colleges to develop their policies, and it is suggested that the primary responsibility be assigned to the Examination Reform Unit. Obviously the Principals must be involved. It is necessary also that representative groups of teachers and students be involved in decisions on policy. A questionnaire of the

kind indicated in Appendix is to be used by every teacher & all teachers teaching different subjects must respond and their individual responses be put together to work out a consensus design of internal assessment in every subject.

The assesment of students should be made by their teachers. Those teachers who have attended training workshops probably have enough knowledge of testing to undertake this responsibility. But many other teachers do not have it. Further training will be needed. It is believed that the Examination Reform Unit, using the existing corps of competent "group leaders", could organise the necessary training.

How should the University proceed to introduce internal assessment? If it wished to begin programme involvings all the colleges, it should take at least one year for preparation and training.

A more gradual, phased approach is possible. Internal assessment could be started in all colleges but in only a few subjects (probably unwise), or in a few colleges as a pilot project, or at one level only. It might be a advantageous to try internal assessment initially with postgraduate students before extending it to lower levels.

What characteristics of the students should be assessed? It is recommended that, in the beginning assessment be not limited to academic achievement in the curricular subjects, but also in assessing such traits as "personality" "character", and "conduct". It is possible to evaluate these if the traits are adequately defined and means of rating them are developed. It would be suggested that it be tried after a programme of internal assessment has been designed and accepted. In any case, it is insisted that such traits (and others such as attitudes, interests, values, appreciations) should never be the basis of marks nor should be for academic achievement only; they should be strictly confined to reflecting how well the students have learned their subjects).

Opinion is divided on the question whether internal marks should be combined with examination marks. Some of the teachers say yes, most of them say no. One group believes that, if the marks are not added, it is better not to have internal assessment at all. The opinion of the students, so far as it is representative, is clear.

A key question is: What will be necessary in order to induce students to take internal assessment seriously? If they believe internal marks make no difference, that they count for nothing in a student's final standing, will they even bother to take the teacher's tests?

It is recommended that the internal marks should be reported, along with examination marks, but the two should not be combined. It is believed that a student's record gives more meaningful information about him when both sets of marks appear than it shows when they are combined. Specially, it is suggested that the University develop a Student Record Book, similar to the S.S. L. C. Mark Book currently used in the high schools to be used in the colleges. The students' marks on all college tests and examinations together with assessment on personal traits interests, attitudes, team work, regularity, hardwork should be entered in his Record Book, and the rank order of his standing in each subject should be indicated. In the same book the University should enter his examination marks. or grades.

On the cover of the Record the name of the University and the name of the college should appear prominently. Wherever and however the internal marks of students are reported, the identity of the college which awarded them should be known.

Though the term "Internal Assessment" is used in this report it may be advisable for the University, recognising that the phrase is frequently misunderstood, to use some other terminology in discussions of an internal assessment programme and in publicity concerning.

It is suggested that it is done in one of the three ways.

**Method I:** Chairmen Boards of studies in different subjects may organise a day's workshop to get every teacher to fill up the answers to different questions in the Questionnaire. They may put the responses together & work out a consensus.

**Method II:** This can be done as a part of Question Banks Workshops at district level/individual college level.

Method III: A task force/committee of Teachers may be asked to do this with the help of information.

### 3. Grading:

Reporting the results of University examination or of internal assessment, or of a combination of the two, in terms of a grading scale instead of the familiar marking scale is now widely advocated in India. For example, a recent committee of the Central Advisory Board of Education has said that, for all public examination "the result should be declared subject-wise and furnished in the form of grades. The "raw" marks given by the examiners should never be made available".

It is natural that any proposed substitute for the time-honoured marking system should be resisted. The present system is familiar to teachers and student to employers, and to the public, and all of them think they know what it means. The trouble is that too much of what they know is not true. The marking scale is highly misleading.

Marks, are not, though they appear to be awarded on an absolute scale for there is no absolute scale. A mark has real meaning only as a number to compare with the numbers assigned to other students. And the numbers are by no means free from error. In all examination results there is a standard error of measurement. Dr. H.J. Taylor, whose words should carry authority, has said that for examination in India this error is normally about 5. Making the marking more accurate methods are being proposed. By this procedure let us suppose that we might reduce the standard error to

3. It is almost universally supposed that a student whose mark is 60 has written a better examination than one whose mark is 59, and surely better than one whose mark is 55. The University goes so far as to place one of these students in the first division and the other in second division. Yet, if the error of measurement is 3, we are not sure of mark of 60; we can be confident only that the mark should be between 57 and 63 and that range might include the true marks of all three students.

A grading scale does not attempt to make such fine distinctions, and thus it is less misleading. It groups students into a smaller number of categories, each representing a range within which a student is placed gives an accurate indication of his standing.

A University is not justified, and is deceiving itself, when it declares that any fixed number of marks is required for passing an examination. It does not have evidence that mark of 35 on this years examination is equivalent to last year's 35. And in fact it departs at times from its own standard. If too few students pass, the marks are "moderated" which is a pretence that the passing mark has retained its sanctivity. It should not have had that sanctity in the first place. The University would do better to admit that the proportion of students who pass is a more stable base for judgement than is a required minimum mark.

Most of us are opposed to moderation of marks. It is however, believed that, even with a grading system, there are borderline cases which ought to be carefully examined on their individual merits to be sure that injustice is not done to deserving students. Moderation makes no distinction between those who deserve higher marks and those who do not.

An important implication is that marks are greatly over emphasised and have automatic consequences which are not justified. The function of an examiner should be only to decide how many marks each answer deserves. It should not be his function to decide whether a student passes or fails, or what his grade or division should be. These decisions should be made only by the University. They should be based on the rank order of students which has been determined by the marks.

It is recommended that at the Post Graduate level, a system of direct grading be adopted. It is possible to work out a paradigm of criteria for graded answers to every question (by a committee of value rs). What should be an "outstanding" answer to a question; and "average" answer to the same question and so on. Teachers have to be trained in the science of direct grading.

It is also recommended that grading be introduced at the post graduate level. Before adoption, certain preparations are to be made:

- i) Post-graduate examinations in every subject in the last three years have to be systematically analysed to find statistical quantities like, Mean, Standard deviation, Reliability Co-efficients, Standard Error etc.
- ii) Normative Standard Tables for conversion of marks into grade will have to be prepared for every paper (course) and used as an interim measure.
- iii) Direct grading will be resorted to after training in this area is given to teachers and others.
- iv) Information giving details of system, implications to teachers, students, parents etc. must be given to them.

#### 4. Semester System adopting credits for courses:

It is felt that in order to delink degrees from jobs as an ultimate objective, the Semester system for the courses incorporating credits for these courses will be meaningful. A 3-credit course will have 3 hours contact per week. Students may be allowed a choice of course and they can acquire credits even after temporary discontinuation and coming back to the University. A prescribed minimum of credits may entail a degree to him. This way there is not only a flexibility in terms of choice of courses but also flexibility in terms of time.

## Appendix B

### Workshop on Examination Reform

#### Science & Maths group

- I. Areas of examination reforms were discussed collectively by the group. Prof. Natarajan was present. The consensus emerged as follows.

1. Question Banking

It was accepted. Alternative I was agreed upon. An exhaustive bank with 300-4000 questions in a subject was favoured.

2. Internal Assessment of students for personality test is done in some ways at present. The principal gives character certificate based on the assessment of the student by him.

3. Grading was discussed at length but was not favoured.

4. Semester system adopting credit courses

Semester system was not favoured for the present. However credit system was accepted for its introduction into the university system.

Questions sheets (1-10) of physics, chemistry, Maths (2), Botany & Zoology duly filled up by respective subject group are checked herewith.

Generally, design of question paper with three types of questions (objective, short answer, long answer) was favoured. As for language of examination it was generally agreed that the student could answer in Hindi or English. It was also agreed that a paper should be set by a single teacher.

WORKSHOP ON EXAMINATION REFORM

DISCUSSION ON BASIC ISSUES IN EXAMINATION REFORM

I. SYLLABUS

- 1.1 Syllabus as it obtains in your university in  
your subject is inadequate for purposes

Agree    Disagree    uncertain

- |      |                                                        |   |
|------|--------------------------------------------------------|---|
| i)   | of guiding a teacher<br>thoroughly                     | ✓ |
| ii)  | of guiding students in<br>their learning               | ✓ |
| iii) | of guiding paper<br>setter to set valid<br>test papers | ✓ |

- .2 Syllabus restructuring is to be undertaken

Agree    Disagree    uncertain

- |    |                                                                                                      |   |
|----|------------------------------------------------------------------------------------------------------|---|
| a) | to expand content topics<br>logically, sequentially                                                  | ✓ |
| b) | to rearrange and indicate<br><u>breadth</u> and depth of<br>various topics                           | ✓ |
| c) | to include activities of<br>students in the process<br>of learning.                                  | ✓ |
| d) | to include abilities and skills<br>to be developed in them during<br>the process and after learning. | ✓ |

- e) to indicate live examples of applications of various areas in daily life/working life. ✓
- f) to include suggestions on methods/techniques of teaching ✓
- g) to suggest aids of teaching/learning ✓
- h) to specify time allocation for various topics. ✓
- i) to include details of evaluation, frequency of tests during the process of teaching/learning. ✓

1.3 In order to achieve this , It is suggested that any one of the alternatives given below may be adopted. Which one, do you think, will be feasible to your group to adopt to restructure the syllabus?

a) Methods of performing syllabus restructuring:

Method I: Chairmen of different Boards of Studies with the help of members can convene a one-day workshop to update and revise the syllabus in the manner suggested above.

Method II: The Syllabus revision can be taken up as a part of question banking workshop to be organised by the Examination Reform Unit of this University.

Method III: A task force/Committee of teachers may look into it with the help of teachers to update and revise the syllabus in the manner suggested above.

The group agreed with Alternative Method 3.

## II. Optional questions :

a) In your subject/papers indicate the choice that is available:

| No. of question asked | No. of question to be written |
|-----------------------|-------------------------------|
| 10                    | 6                             |

b) Provision of overall choice involves:

- |                                                                                                                | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|----------------------------------------------------------------------------------------------------------------|--------------|-----------------|------------------|
| i) the content validity to be poor                                                                             | ✓            |                 |                  |
| ii) comparability of marks obtained by different students to be impossible.                                    | ✓            |                 |                  |
| iii) reduction in reliability (consistency) in marking.                                                        | ✓            |                 |                  |
| iv) choosing absolutely <u>equivalent</u> question from different topics which process is extremely difficult. | ✓            |                 |                  |

It is therefore suggested that overall choice may be eliminated and provision of internal choice between essay questions be given.

Do you agree with this ?

Yes

## III. Structure of University examination question paper :

In accordance with the above, please specify the design of question paper to be followed in your subject in the

university examination:-

|                                         | <u>No. of items/<br/>questions</u> | <u>No. of<br/>minutes</u> | <u>No. of<br/>marks</u> |
|-----------------------------------------|------------------------------------|---------------------------|-------------------------|
| Part-A: Objective type:                 |                                    |                           |                         |
| Part-B: Short Answer:                   | 6                                  | 3 hrs.                    | equal                   |
| Part-C: Long Answer/<br>Problem solving |                                    |                           | marks<br>out of 100     |

---

IV. Frequency and number of examinations:

In your subject, do you propose to adopt semester system in the place of annual system?

Agree Disagree Uncertain



If your group decides to adopt Semester system, will your group adopt the same structure as in III?

Yes No Uncertain



If no, indicate the new structure of the question paper to be adopted:

---

Not Applicable.

---

V. Instructional objectives:

Instructional objectives:

Agree Disagree Uncertain

1) Give direction, meaning and organisation to learning



- ii) Must be stated as outcomes of learning ✓
- iii) Must include action-oriented verbs like state, interpret, explain, calculate hypothesize etc. ✓
- iv) Must be prepared at the time of syllabus making and provided to the teachers and students. ✓

#### VI. Language of examinations:

It is felt that the students should be given freedom to choose the language in which they produce answers. Indicate your group's recommendation:-

English

#### VII. Paper-setting and examining of scripts

- i) Those who set questions papers and those who mark the answer books must be thoroughly familiar with the subject and must have recent teaching experience.

Do you agree with the above statement?

Agree ✓

Disagree

Uncertain

- ii) A group of 2 to 3 teachers will be able to set a balanced paper more effectively than a single teacher.  
Do you agree with this?

Agree

✓  
Disagree

Uncertain

- iii) Every paper-setter has to provide answer key to the objective type

items, answers to the short answer questions and main points of answer in the case of long answer questions.

Do you agree with this?    Agree    Disagree    Uncertain

- iv) Every paper-setter is to also indicate the marking scheme to ensure uniformity in standards of marking.

Do you agree with this?

Agree    Disagree    Uncertain

- v) Are you in favour of central valuation of answer scripts to increase reliability of markings and to speed up time for marking

Agree    Disagree    Uncertain

- vi) In part-A consisting of objective items, do you favour different formats with the same items to be prepared for the university examination?

Agree    Disagree    Uncertain

### Areas of Examination Reforms:

#### 1. Question Banking :

A bank of collection of Questions/Items can be built for use in University examination preparation and also for classroom tests that are a part of periodical, continuous assessment. Certain basic principles to be followed are:

A large number of Questions/Items must be there. For example in every paper (course) there are say 40 objective items; 10 short answer questions and 3 essay/ problem solving questions: A bank that can be OPEN to teachers/students and others should have 40 to 50 times the number i. e. 1600 to 2000 objective items;

400 to 500 short answer questions and 120 to 150 essay questions. The possibility of an answer bank for this is remote and even if students memorise answers to this great number of questions/items and come prepared, we can think of awarding a Ph.D. rather than a first degree. Teachers also will not feel obliged to answer questions from the bank instead of teaching/instructing the topics.

On the other hand if the Controller/Boards of studies decide to keep the Bank CLOSED to teachers/students, well, the number of questions/items can be say 20 times (10 to 20 times in fact) and that means 800 objective items; 200 Short Answer questions and 60 Essay questions. These will be prepared/prevalidated and stored in secrecy and only a few items/question are distributed to students/Teachers as samples. This will have healthy practices of Teaching on the part of teachers and sound study habits on the part of students.

An open question bank has potential to help semester system in two ways: Semester examination papers can be set within a short time (central paper setting 2 or 3 sets of the same paper set using the Question Bank is recommended) and also this can be used for class tests. A closed Bank can also help semester papers to be set in the same way but the only difference is that this cannot help in classroom testing. 3 alternatives are suggested here to go about making a bank whether exhaustive (open) or binned (closed).

### Alternative - I

Chairmen/Boards of Studies in different subjects may convene a 2 day/3 days Workshop to get every teacher to contribute items/questions of different types. Every teacher must be initiated into the science and skills of item/question writing. Then a select group of teachers may prevalidate these questions/items and constitute banks.

### Alternative - II

Separate Question Banking workshops for different faculties can be conducted inviting many teachers at District level and they may go back to individual college and get more teachers involved. Initially a 5 days Workshop followed by 2 days after a month's interval will be sufficient to constitute exhaustive banks. Part of the time in Workshop can be spent to improve syllabus

write objectives, fill up internal assessment, design questionnaire, semester system design questionnaire etc.

### Alternative - III

Task Force/Committee for every subject can be entrusted with this job. A few teachers trained already can be inducted into these task forces to take leadership,

Discuss in your group the alternative methods and indicate the method that you will adopt.

## 2. Internal Assessment

Internal assessment that is, periodical assessment of student's learning by their teachers in the Colleges is favoured now a days. Teachers speak of it as "desirable" or "essential" or "necessary". They use such terms despite the fact that they recognise (have met with) formidable difficulties in introducing such a programme.

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Since it is believed evaluation should be an integral and essential part of teaching, an attempt to make internal assessment a regular part of the programme of the colleges is supported. However, it is urged that such an attempt be undertaken with careful planning and thorough preparation of teachers for their part in it.

But failure is not inevitable. It is commonly attributed to lack of integrity on the part of college teachers. This is clearly an unfair and unrealistic explanation. The essentials that teachers have lacked are adequate tools for assessment (primarily tests) and knowledge of how to develop and use such tools. These they must have, and also clear and appropriate college assessment policies, if internal assessment is to have a chance of being successful. Also the students must be aware of the purposes and methods of assessment.

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Method III: A task force/committee of Teachers may be asked to do this with the help of information.

Discuss the alternative methods and indicate the method you will adopt.

The group was in favour of External Assessment.

### 3. Grading

Reporting the results of University examination, or of internal assessment, or of a combination of the two, in terms of a grading scale instead of the familiar marking scale is now widely advocated in India. For Example , a recent committee of the Central Advisory Board of Education has said that, for all public examination "the result should be declared subject-wise and furnished in the form of grades. The "raw" marks given by the examiners should never be made available".

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Taylor, whose words should carry authority, has said that for examination in India this error is normally about 5. Making the marking more accurate methods are being proposed. By this procedure let us suppose that we might reduce the standard error to 3. It is almost universally supposed that a student whose mark is 60 has written a better examination than one whose mark is 59, and surely better than one whose mark is 55. The University goes so far as to place one of these students in the first division and the other in second division. Yet, if the error of measurement is 3, we are not sure of mark of 60; we can be confident only that the mark should be between 57 and 63 and that range might include the true marks of all three students.

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These decisions should be made only by the University. They should be based on the rank order of students which has been determined by the marks.

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It is also recommended that grading be introduced at the post graduate level. Before, adoption, certain preparations are to be made:

- i) Past examinations in every subject in the last three years have to be systematically analysed to find statistical quantities like, Mean, Standard deviation, Reliability, Co-efficients, Standard Error etc.
- ii) Normative Standard Tables for conversion of marks into grade will have to be prepared for every paper (course) and used as an interim measure.
- iii) Direct grading will be resorted to after training in this area is given to teachers and others.
- iv) Information giving details of system, implications to teachers, students, parents etc. must be given to them.

Discuss the grading system as specified here and indicate your group's recommendations.

The group did not agree with Grading System.

#### 4. Semester System adopting credits for courses:

It is felt that in order to delink degrees from jobs as an ultimate objective, the Semester system for the courses incorporating credits for these courses will be meaningful. A 3-credit course will have 3-

hours contact per week. Students may be allowed a choice of course and they can acquire credits even after temporary discontinuation and coming back to the University. A prescribed minimum of credits may entail a degree to him. This way there is not only flexibility terms of choice of courses but also flexibility in terms of time. Discuss this Semester system with credits in your group and specify your group's recommendations.

The group agreed with Semester System adopting credits for courses.

GURUKULA KANGRI VISHWAVIDYALAYA

WORKSHOP ON EXAMINATION REFORM

DISCUSSION ON BASIC ISSUES IN EXAMINATION REFORM

I. SYLLABUS

1.1. Syllabus as it obtains in your university in your subject  
is inadequate for purposes

|                                                          | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|----------------------------------------------------------|--------------|-----------------|------------------|
| i) of guiding a teacher<br>thoroughly                    |              | ✓               |                  |
| ii) of guiding students in<br>their learning             |              | ✓.              |                  |
| iii) of guiding paper setter<br>to set valid test papers |              | ✓               |                  |

1.2 Syllabus restructuring is to be undertaken

|                                                                                | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|--------------------------------------------------------------------------------|--------------|-----------------|------------------|
| a) to expand content topics<br>logically, sequentially.                        |              | ✓               |                  |
| b) to rearrange and indicate<br><u>breadth</u> and depth of<br>various topics. |              | ✓               |                  |
| c) to include activities of<br>students in the process<br>of learning          |              | ✓               |                  |
| d) to include abilities and<br>skills to be developed                          |              | ✓               |                  |

- |                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------|---|
| in them during the process<br>and after learning.                                                         | ✓ |
| e) to indicate live examples<br>of applications of various<br>areas in daily life/working<br>life         | ✓ |
| f) to include suggestions on<br>methods/techniques of<br>teaching.                                        | ✓ |
| g) to suggest aids of teaching/<br>learning                                                               | ✓ |
| h) to specify time allocation<br>for various topics.                                                      | ✓ |
| i) to include details of evaluation,<br>frequency of tests during<br>the process of teaching/<br>learning | ✓ |

1. 3 In order to achieve this, it is suggested that any one of the alternatives given below may be adopted. Which one do you think, will be feasible to your group to adopt to restructure the syllabus.

a) Methods of performing syllabus restructuring.

- Method I:** Chairmen of Different Boards of Studies with the help of members can convene a one-day workshop to update and revise the syllabus in the manner suggested above.
- Method II:** The Syllabus revision can be taken up as a part of question banking workshop to be organised by the Examination Reform Unit of this University.
- Method III:** A task force/Committee of teachers may look into it with the help of teachers to update and revise the syllabus in the manner suggested above.

Any further method; please specify:

## II. Optional Questions:

- a) In your subject/papers indicate the choice that is available:

| No. of questions asked | No. of questions to be written |
|------------------------|--------------------------------|
| 8                      | 6                              |

- b) Provision of overall choice involves :

|                                                                                                                 | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|-----------------------------------------------------------------------------------------------------------------|--------------|-----------------|------------------|
| i) the content validity to be poor                                                                              |              | ✓               |                  |
| ii) comparability of marks obtained by different students to be impossible.                                     |              |                 |                  |
| iii) reduction in reliability (consistency) in marking.                                                         |              |                 |                  |
| iv) choosing absolutely <u>equivalent</u> questions from different topics which process is extremely difficult. |              |                 |                  |

It is therefore suggested that overall choice may be eliminated and provision of internal choice between essay questions be given

Do you agree with this?

Yes

## III. Structure of University examination question paper:

In accordance with the above, please specify the design of question paper to be followed in your subject in the university examination:

|                                           | <u>No. of items/<br/>questions</u> | <u>No. of<br/>minutes</u> | <u>No. of<br/>marks</u> |
|-------------------------------------------|------------------------------------|---------------------------|-------------------------|
| Part - A: Objective type                  | X                                  | Out of 100                |                         |
| Part - B: Short Answer                    | X                                  | equal value               |                         |
| Part - C: Long Answer/<br>Problem solving | 6                                  | and of equal<br>duration  |                         |

IV. Frequency and number of examinations:

In your subject, do you propose to adopt semester system in the place of annual system?

Agree Disagree Uncertain

If your group decides to adopt Semester system, will your group adopt the same syllabus as in III ?

Yes No Uncertain

If no, indicate the new structure of the question paper to be adopted:

Not applicable

V. Instructional Objectives:

Instructional objectives : Agree Disagree Uncertain

- i) Give direction, meaning and organisation to learning ✓
- ii) Must be stated as outcomes of learning ✓

- iii) Must include action-oriented verbs like state, interpret, explain calculate hypothesize etc. ✓
- iv) Must be prepared at the time of syllabus making and provided to the teachers and students. ✓

VI. Language of examinations :

It is felt that the students should be given freedom to choose the language in which they produce answers. Indicate your group's recommendation:

English

VII. Paper-setting and examining of scripts.

- i) Those who set questions papers and those who mark the answer books must be thoroughly familiar with the subject and must have recent teaching experience.

Do you agree with the above statement?

Agree Disagree ✓ Uncertain

- ii) A group of 2 to 3 teachers will be able to set a balanced paper more effectively than a single teacher. Do you agree with this?

Agree Disagree ✓ Uncertain

- iii) Every paper-setter has to provide answer key to the objective-type items, answers to the short answer questions and main points of answer in the case of long answer questions.

Do you agree with this?      Agree      Disagree      Uncertain

- iv) Every paper-setter is to also indicate the marking scheme to ensure uniformity and standards of marking. Do you agree with this?

Agree      Disagree      Uncertain

- v) Are you in favour of central valuation of answer scripts to increase reliability of markings, and to speed up time for marking?

Agree      Disagree      Uncertain

- vi) In part-A consisting of objective items, do you favour different formats with the same items to be prepared for the university examination?

Agree      Disagree      Uncertain

### Question Banking

The group disagreed with Question Banking.

### Internal Assessment

The group did not agree with Internal Assessment.

### Grading

The group did not agree with the system of Grading.

### Semester System adopting credits for courses:

The group did not agree with Semester System adopting credits for courses.

GURUKULA KANGRI VISHWAVIDYALAYA  
WORKSHOP ON EXAMINATION REFORM

DISCUSSION ON BASIC ISSUES IN EXAMINATION REFORM

I. SYLLABUS

1.1 Syllabus as it obtains in your university in your subject is inadequate for purposes

|                                                        | Agree | Disagree | Uncertain |
|--------------------------------------------------------|-------|----------|-----------|
| i) of guiding a teacher thoroughly                     |       | ✓        |           |
| ii) of guiding students in their learning              |       | ✓        |           |
| iii) of guiding paper setters to set valid test papers | ✓     |          |           |

1.2 Syllabus restructuring is to be undertaken

|                                                                                                   | Agree | Disagree | Uncertain |
|---------------------------------------------------------------------------------------------------|-------|----------|-----------|
| a) to expand content topics logically, sequentially.                                              | ✓     |          |           |
| b) to rearrange and indicate breadth and depth of various topics.                                 | ✓     |          |           |
| c) to include activities of students in the process of learning.                                  | ✓     |          |           |
| d) to include abilities and skills to be developed in them during the process and after learning. | ✓     |          |           |

- e) to indicate live examples of applications of various areas in daily life/working life ✓
- f) to include suggestions on methods/techniques of teaching. ✓
- g) to suggest aids of teaching/learning ✓
- h) to specify time allocation for various topics ✓
- i) to include details of evaluation frequency of tests during the process of teaching/learning. ✓

1.3 In order to achieve this, it is suggested that any one of the alternatives given below may be adopted, Which one , do you think, will be feasible to your group to adopt to restructure the syllabus.?

a) Methods of performing syllabus restructuring:

**Method I:** Chairmen of Different Boards of Studies with the help of members can convene a one-day workshop to update and revise the syllabus in the manner suggested above.

**MethodII:** The Syllabus revision can be taken up as a part of question banking workshop to be organised by the Examination Reform Unit of this University.

**Method III:** A task force/Committee of teachers may look into it with the help of teachers to update and revise the syllabus in the manner suggested / above.

**Any further method:** please specify:

## II. Optional questions:

a) In your subject/papers indicate the choice that is available

| No. of questions asked | No. of questions to be written |
|------------------------|--------------------------------|
| 8                      | 5                              |

b) Provision of overall choice involves:

|                                                                                                               | Agree | Disagree | Uncertain |
|---------------------------------------------------------------------------------------------------------------|-------|----------|-----------|
| i) the content validity to be poor                                                                            |       | ✓        |           |
| ii) comparability of marks obtained by different students to be impossible.                                   |       | ✓        |           |
| iii) reduction in reliability (consistency) in marking.                                                       |       | ✓        |           |
| iv) choosing absolutely <u>equivalent</u> question from different topics which process is extremely difficult |       | ✓        |           |

It is therefore suggested that overall choice may be eliminated and provision of internal choice between essay questions be given.

Do you agree with this?

Yes

## III. Structure of University examination question paper:

In accordance with the above, please specify the design of question paper to be followed in your subject in the university examination:

|                                        | <u>No. of Items/<br/>questions</u> | <u>No. of<br/>minutes</u> | <u>No. of<br/>marks</u> |
|----------------------------------------|------------------------------------|---------------------------|-------------------------|
| Part A: Objective type                 | 20%                                |                           |                         |
| Part B: Short answer                   | 40%                                | Accor-<br>dingly          | Accor-<br>dingly        |
| Part C: Long Answer<br>Problem solving | 40%                                |                           |                         |

**IV. Frequency and number of examinations:**

In your subject, do you propose to adopt semester system in the place of annual system?

Agree ☒ Disagree ☐ Uncertain ☐

If your group decides to adopt Semester system, will your group adopt the same syllabus as in III?

Yes ☒ No ☐ Uncertain ☐

If no, indicate the new structure of the question paper to be adopted:

**V. Instructional objectives:**

Instructional objectives:

Agree ☐ Disagree ☐ Uncertain ☐

1) Give direction, meaning and organisation to learning

☒

- ii) Must be stated as outcomes of learning ✓
- iii) Must include action oriented verbs like state, interpret, explain, calculate, hypothesize etc. ✓
- iv) Must be prepared at the time of syllabus making and provided to the teachers and students. ✓

#### VI. Language of examinations:

It is felt that the students should be given freedom to choose the language in which they produce answers. Indicate your group's recommendation:

Yes

#### VII. Paper-setting and examining of scripts:

- i) Those who set questions papers and those who mark the answer books must be thoroughly familiar with the subject and must have recent teaching experience.

Do you agree with the above statement?

Agree Disagree Uncertain  
 Yes ✓

- ii) A group of 2 to 3 teachers will be able to set a balanced paper more effectively than a single teacher.  
 Do you agree with this?

- iii) Every paper-setter has to provide answer key to the objective-type items, answers to the short answer ✓

questions and main points of answer in the case of long answer question.

Do you agree with this?

Not in case of long answers.

- iv) Every paper-setter is to also indicate the marking scheme to ensure uniformity and standards of marking. Do you agree with this? ✓
- v) Are you in favour of central valuation of answer scripts to increase reliability of markings, and to speed up time for marking? ✓
- vi) In part-A consisting of objective items, do you favour different formats with the same items to be prepared for the university examination? ✓

### Question Banking

The group agreed with Question Banking with 3000 questions per subject.

### Internal Assessment

The group did not consider Internal Assessment.

### Grading

The group did not consider Grading System

### Semester System adopting credits for courses:

The group did not consider Semester System.

GURUKULA KANGRI VISHWAVIDYALAYA

WORKSHOP ON EXAMINATION REFORM

DISCUSSION ON BASIC ISSUES IN EXAMINATION REFORM

I. SYLLABUS

- 1.1 Syllabus as it obtains in your university in your subject is inadequate for purposes

|                                                       | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|-------------------------------------------------------|--------------|-----------------|------------------|
| i) of guiding a teacher thoroughly                    | ✓            |                 |                  |
| ii) of guiding students in their learning             | ✓            |                 |                  |
| iii) of guiding paper setter to set valid test papers | ✓            |                 |                  |

- 1.2 Syllabus restructuring is to be undertaken

|                                                                          | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|--------------------------------------------------------------------------|--------------|-----------------|------------------|
| a) to expand content topics logically, sequentially.                     | ✓            |                 |                  |
| b) to rearrange and indicate <u>breadth</u> and depth of various topics. | ✓            |                 |                  |
| c) to include activities of students in the process of learning          | ✓            |                 |                  |
| d) to include abilities and skills to be developed in                    | ✓            |                 |                  |

them during the process  
and after learning.

- e) to indicate live examples  
of applications of various  
areas in daily life/working  
life ✓
- f) to include suggestions on  
methods/techniques of  
teaching. ✓
- g) to suggest aids of teaching/  
learning. ✓
- h) to specify time allocation  
for various topics ✓
- i) to include details of evaluation;  
frequency of tests during  
the process of teaching/  
learning. ✓

In order to achieve this, it is suggested that any one of the alternatives given below may be adopted. Which one do you think, will be feasible to your group to adopt to restructure the syllabus.

**a) Methods of performing syllabus restructuring :**

**Method I:** Chairmen of Different Boards of Studies with the help of members can convene a one-day workshop to update and revise the syllabus in the manner suggested above.

**Method II:** The Syllabus revision can be taken up as a part of question banking workshop to be organised by the Examination Reform Unit of this University.

**Method III:** A task force/Committee of teachers may look into it with the help of teachers to update and revise the syllabus in the manner suggested above.

The group agreed with Method one and three to be integrated.

## II. Optional Questions:

- a) In your subject/papers indicate the choice that is available:

| No. of questions asked | No. of questions to be written |
|------------------------|--------------------------------|
| 10                     | 60%                            |

- b) Provision of overall choice involves :

|                                                                                                                  | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|------------------------------------------------------------------------------------------------------------------|--------------|-----------------|------------------|
| i) the content validity to be poor                                                                               |              | ✓               |                  |
| ii) comparability of mks. obtained by different students to be impossible.                                       |              | ✓               |                  |
| iii) reduction in reliability (consistency) in marking.                                                          |              | ✓               |                  |
| iv) choosing absolutely <u>equi-valent</u> questions from different topics which process is extremely difficult. |              | ✓               |                  |

It is therefore suggested that overall choice may be eliminated and provision of internal choice between essay questions be given

Do you agree with this?

Yes

## III. Structure of University examination question paper:

In accordance with the above, please specify the design of question paper to be followed in your subject in the university examination:

|                                           | <u>No. of items/<br/>questions</u> | <u>No. of<br/>minutes</u> | <u>No. of<br/>marks</u> |
|-------------------------------------------|------------------------------------|---------------------------|-------------------------|
| Part - A: Objective type                  | 30                                 | 60                        | 15                      |
| Part - B: Short Answer                    | 12                                 | 60                        | 12                      |
| Part - C: Long Answer/<br>Problem solving | 2                                  | 60                        | 6                       |
|                                           |                                    |                           | 33                      |

IV. Frequency and number of examinations :

In your subject, do you propose to adopt semester system in the place of annual system?

Agree Disagree Uncertain

Agree if the Internal Assessment is 100%

If your group decides to adopt Semester system, will your group adopt the same syllabus as in III ?

Yes No Uncertain

If no, indicate the new structure of the question paper to be adopted:

V. Instructional Objectives:

Instructional objectives:

Agree Disagree Uncertain

- i) Give direction, meaning and organisation to learning ✓
- ii) Must be stated as outcomes of learning ✓
- iii) Must include action-

oriented verbs like  
state, interpret, explain  
calculate hypothesize etc. ✓

- iv) Must be prepared at the time  
of syllabus making and provided  
to the teachers and students. ✓

VI. Language of examinations:

It is felt that the students should be given freedom to choose the language in which they produce answers. Indicate your group's recommendation:

English and Hindi

VII. Paper-setting and examining of scripts

- i) Those who set questions papers and those who mark the answer books must be thoroughly familiar with the subject and must have recent teaching experience.

Do you agree with the above statement?

Yes

Agree Disagree Uncertain

- ii) A group of 2 to 3 teachers will be able to set a balanced paper more effectively than a single teacher. Do you agree with this?

Agree Disagree Uncertain

- iii) Every paper-setter has to provide answer key to the objective-type items, answers to the short answer questions and main points of answer in the case of long answer questions.

Do you agree with this?

Agree Disagree Uncertain

- iv) Every paper-setter is to also indicate the marking scheme

to ensure uniformity and standards of marking. Do you agree with this?

✓  
Agree   Disagree   Uncertain

- v) Are you in favour of central valuation of answer scripts to increase reliability of markings, and to speed up time for marking?

✓  
Agree   Disagree   Uncertain

- vi) In part-A consisting of objective items, do you favour different formats with the same items to be prepared for the university examination?

✓  
Agree   Disagree   Uncertain

### Question Banking

The group agrees to Question Banking if the assessment is 100% internal and central evaluation.

### Internal Assessment

The group disagreed with Internal Assessment.

### Grading

The group did not agree with Grading System.

### Semester System adopting credits for courses:

The group disagreed with Semester System with credits.

Appendix- G

Psychology, Philosophy

GURUKULA KANGRI VISHWA VIDYALAYA  
WORKSHOP ON EXAMINATION REFORM

DISCUSSION ON BASIC ISSUES IN EXAMINATION REFORM

I. SYLLABUS

1.1 Syllabus as it obtains in your university in your subject is inadequate for purposes

|                                                        | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|--------------------------------------------------------|--------------|-----------------|------------------|
| i) of guiding a teacher thoroughly                     | ✓            |                 |                  |
| ii) of guiding students in their learning              | ✓            |                 |                  |
| iii) of guiding paper setter to set valid test papers. | ✓            |                 |                  |

1.2 Syllabus restructuring is to be undertaken

|                                                                          | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|--------------------------------------------------------------------------|--------------|-----------------|------------------|
| a) to expand content topics logically, sequentially.                     | ✓            |                 |                  |
| b) to rearrange and indicate <u>breadth</u> and depth of various topics. | ✓            |                 |                  |
| c) to include activities of students in the process of learning          | ✓            |                 |                  |
| d) to include abilities and skills to be developed.                      | ✓            |                 |                  |

in them during the process  
and after learning.

- j) to indicate live examples  
of applications of various  
areas in daily life/working  
life ✓
- f) to include suggestions on  
methods/techniques of  
teaching. ✓
- g) to suggest aids of teaching/  
learning ✓
- h) to specify time allocation  
for various topics. ✓
- i) to include details of evaluation  
frequency of tests during the  
process of teaching/learning. ✓

1.3 In order to achieve this, it is suggested that any one of the alternatives given below may be adopted. Which one do you think, will be feasible to your group to adopt to restructure the syllabus.

a) Methods of performing syllabus restructuring :

Method I: Chairmen of Different Boards of Studies with the help of members can convene a one-day workshop to update and revise the syllabus in the manner suggested above

Method II: The Syllabus revision can be taken up as a part of question banking workshop to be organised by the Examination Reform Unit of this University.

Method III: A task force/Committee of teachers may look into it with the help of teachers to update and revise the syllabus in the manner suggested above.

The group accepted Method I. Duration of workshop be three days in the opinion of the group.

### I. Optional Questions:

a) In your subject/papers indicate the choice that is available:

| <u>No. of question's asked</u> | <u>No. of question's to be written</u> |
|--------------------------------|----------------------------------------|
| 7 - 10                         | 5                                      |

b) Provision of overall choice involves:

|                                                                                                                 | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|-----------------------------------------------------------------------------------------------------------------|--------------|-----------------|------------------|
| i) the content validity to be poor                                                                              | ✓            |                 |                  |
| ii) comparability of marks obtained by different students to be impossible.                                     | ✓            |                 |                  |
| iii) reduction in reliability (consistency) in marking.                                                         | ✓            |                 |                  |
| iv) choosing absolutely <u>equivalent</u> questions from different topics which process is extremely difficult. | ✓            |                 |                  |

It is therefore suggested that overall choice may be eliminated and provision of internal choice between essay questions be given

Do you agree with this? Yes

### III. Structure of University examination question paper:

In accordance with the above, please specify the design of question paper to be followed in your subject in the university examination:

|                                           | <u>No. of items/<br/>questions</u> | <u>No. of<br/>minutes</u> | <u>No. of<br/>marks</u> |
|-------------------------------------------|------------------------------------|---------------------------|-------------------------|
| Part - A: Objective type                  | 40                                 | 40                        | 40                      |
| Part - B: Short Answer                    | 6                                  | 80                        | 30                      |
| Part - C: Long Answer/<br>Problem Solving | 2                                  | 60                        | 30                      |

IV. Frequency and number of examinations:

In your subject, do you propose to adopt semester system in the place of annual system?

Agree Disagree Uncertain

If your group decides to adopt Semester system, will your group adopt the same syllabus as in III?

Yes No Uncertain

If no, indicate the new structure of the question paper to be adopted:

---



---

V. Instructional Objectives:

Instructional objectives:

Agree Disagree Uncertain

- i) Give direction, meaning and organisation to learning
- ii) Must be stated as outcomes of learning
- iii) Must include action-

✓

✓

oriented verbs like  
state, interpret, explain  
calculate hypothesize etc. ✓

- iv) Must be prepared at the  
time of syllabus making and  
provided to the teachers and ✓  
students.

#### VI. Language of examinations:

It is felt that the students should be given freedom to choose the language in which they produce answers. Indicate your group's recommendation:

Hindi, Sanskrit, English

#### VII. Paper-setting and examining of scripts

- i) Those who set questions papers and those who mark the answer books must be thoroughly familiar with the subject and must have recent teaching experience.

Do you agree with the above statement?

Agree ✓ Disagree Uncertain

- ii) A group of 2 to 3 teachers will be able to set a balanced paper more effectively than a single teacher. Do you agree with this?

Agree Disagree ✓ Uncertain

- iii) Every paper-setter has to provide answer key to the objective-type items, answers to the short answer questions and main points of answer

in the case of long answer questions.

Do you agree with this?

☒ Agree    ☐ Disagree    ☐ Uncertain

- v) Every paper-setter is to also indicate the marking scheme to ensure uniformity and standards of marking. Do you agree with this?

☒ Agree    ☐ Disagree    ☐ Uncertain

- v) Are you in favour of central valuation of answer scripts to increase reliability of markings, and to speed up time for marking?

☒ Agree    ☐ Disagree    ☐ Uncertain

- vi) In part-A consisting of objective items, do you favour different formats with the same items to be prepared for the university examination?

☒ Agree    ☐ Disagree    ☐ Uncertain

### Question Banking

The group agreed with Alternative I

### Internal Assessment

The group agreed with Method I of Internal Assessment

### Grading

The group agreed with Method II of grading system

Semester System adopting credits for courses:

The group did not agreed with semester system with credits for courses. The group feels that it requires further thinking and discussion.

Appendix-H

Languages & Literature  
English, Hindi, Sanskrit.

GURUKULA KANGRI VISHWAVIDYALAYA  
WORKSHOP ON EXAMINATION REFORM

DISCUSSION ON BASIC ISSUES IN EXAMINATION REFORM

I. SYLLABUS

1.1 Syllabus as it obtains in your university in your subject  
is inadequate for purposes

|                                                       | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|-------------------------------------------------------|--------------|-----------------|------------------|
| i) of guiding a teacher thoroughly                    | ✓            |                 |                  |
| ii) of guiding students in their learning             | ✓            |                 |                  |
| iii) of guiding paper setter to set valid test papers | ✓            |                 |                  |

1.2 Syllabus restructuring is to be undertaken

|                                                                          | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|--------------------------------------------------------------------------|--------------|-----------------|------------------|
| a) to expand content topics logically, sequentially.                     | ✓            |                 |                  |
| b) to rearrange and indicate <u>breadth</u> and depth of various topics. | ✓            |                 |                  |
| c) to include activities of students in the process of learning          | ✓            |                 |                  |

- d) to include abilities and skills to be developed in them during the process and after learning. ✓
- e) to indicate live examples of applications of various areas in daily life/working life ✓
- f) to include suggestions on methods/techniques of teaching. ✓
- g) to suggest aids of teaching/learning. ✓
- h) to specify time allocation for various topics ✓
- i) to include details of evaluation; frequency of tests during the process of teaching/learning. ✓

1.3 In order to achieve this, it is suggested that any one of the alternatives given below may be adopted. Which one do you think, will be feasible to your group to adopt to restructure the syllabus?

a) Methods of performing syllabus restructuring:

Method I: Chairmen of Different Boards of Studies with the help of members can convene a one-day workshop to update and revise the syllabus in the manner suggested above.

Method II: The Syllabus revision can be taken up as a part of question banking workshop to be organised by the Examination Reform Unit of this University.

Method III: A task force/Committee of teachers may look into it with the help of teachers to update and

revise the syllabus in the manner suggested above.

The group feels that Methods 1 & 2 should be combined for this purpose.

## II. Optional Questions:

- a) In your subject/papers indicate the choice that is available:

| No. of questions asked | No. of questions to be written |
|------------------------|--------------------------------|
| 10<br>(On an average)  | 5<br>In variably               |

- b) Provision of overall choice involves:

|                                                                                                                  | <u>Agree</u> | <u>Disagree</u> | <u>Uncertain</u> |
|------------------------------------------------------------------------------------------------------------------|--------------|-----------------|------------------|
| i) the content validity to be poor                                                                               | ✓            |                 |                  |
| ii) comparability of mks. obtained by different students to be impossible                                        | ✓            |                 |                  |
| iii) reduction in reliability (consistency) in marking.                                                          | ✓            |                 |                  |
| iv) choosing absolutely <u>equi-valent</u> questions from different topics which process is extremely difficult. | ✓            |                 |                  |

It is therefore suggested that overall choice may be eliminated and provision of internal choice between essay questions be given.

Do you agree with this?

Yes

### III. Structure of University examination question paper:

In accordance with the above, please specify the design of question paper to be followed in your subject in the university examination:

|                                           | <u>No. of items/<br/>questions</u> | <u>No. of<br/>minutes</u> | <u>No. of<br/>marks</u> |
|-------------------------------------------|------------------------------------|---------------------------|-------------------------|
| Part - A: Objective type                  | 20                                 | 3 hrs.                    | 20/100                  |
| Part - B: Short Answer                    | 5                                  | for all                   | 35/100                  |
| Part - C: Long Answer/<br>Problem Solving | 3                                  | ques-<br>tions            | 45/100                  |

### IV. Frequency and number of examinations:

In your subject, do you propose to adopt semester system in the place of annual system?

Agree Disagree Uncertain

The group feels that for the time being the annual system may be retained but it should be review & and finally semester system may be adopted.

If your group decides to adopt Semester System, will your group adopt the same syllabus as in III?

Yes No Uncertain

If no, indicate the new structure of the question paper to be adopted.

### V. Instructional Objectives:

Instructional objectives:

Agree Disagree Uncertain

i) Give direction, meaning

✓

- and organisation to learning. ✓
- ii) Must be stated as outcomes of learning ✓
- iii) Must include action-oriented verbs like state, interpret, explain calculate, hypothesize etc. ✓
- iv) Must be prepared at the time of syllabus making and provided to the teachers and students. ✓

#### VI. Language of examinations:

It is felt that the students should be given freedom to choose the language in which they produce answers. Indicate your group's recommendation:

1. English : English language only
2. Hindi : Hindi language only
3. Sanskrit: Hindi/Sanskrit/English language

#### VII. Paper-setting and examining of scripts

- i) Those who set questions papers and those who mark the answer books must be thoroughly familiar with the subject and must have recent teaching experience.

Do you agree with the above statement?

Yes

Agree ✓ Disagree Uncertain

- ii) A group of 2 to 3 teachers will be able to set a balanced paper more effectively than a single teacher. Do you agree with this?

Agree Disagree ✓ Uncertain

- iii) Every paper-setter has to provide answer key to the

objective-type items answers  
to the short answer questions  
and main points of answer in  
the case of long answer questions.

Do you agree with this?

Agree Disagree ✓ Uncertain

- iv) Every paper-setter is to  
also indicate the marking  
scheme to ensure uniformity  
and standards of marking. Do  
you agree with this?

✓ Agree Yes Disagree Uncertain

- v) Are you in favour of central  
valuation of answer scripts  
to increase reliability of  
markings, and to speed  
up time for marking?

Agree ✓ Disagree Uncertain

- vi) In part-A consisting of  
objective items, do you  
favour different formats  
with the same items to  
be prepared for the  
university examination?

Agree ✓ Disagree Uncertain

### Question Banking

The group feels that Question Banking is not required  
at present

### Internal Assessment

The groups feels that Internal Assessment should be  
done by all teachers of a department. This applies only  
to the regular students.

## Grading

The group feels grading may be adopted only when other univs. have already resorted to this system.

## Semester System adopting credits for courses:

The group does not favour Semester System but feels credit system may be adopted within the present frame work.

